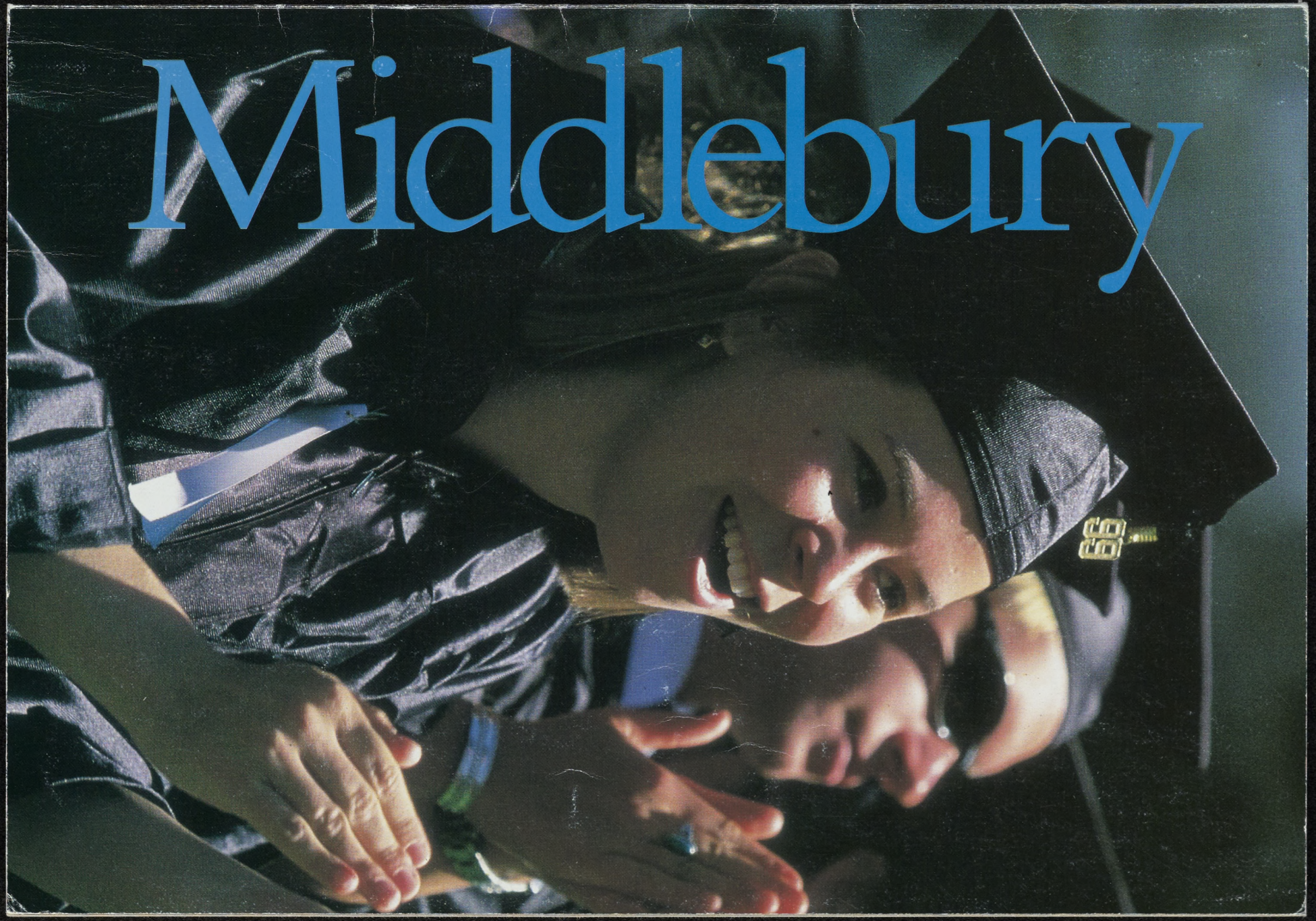
Middlebury



The listings found in these pages were as accurate as possible at the time this Catalog went to press in May of 1999. Periodic revisions are made to the Catalog on the World Wide Web, which you may consult for the most recent updates.

Middlebury College endeavors to present an accurate overview of the programs, facilities, and fees of the College in this Catalog. The College reserves the right, however, to alter any program, facility, or fee described here without notice or obligation.

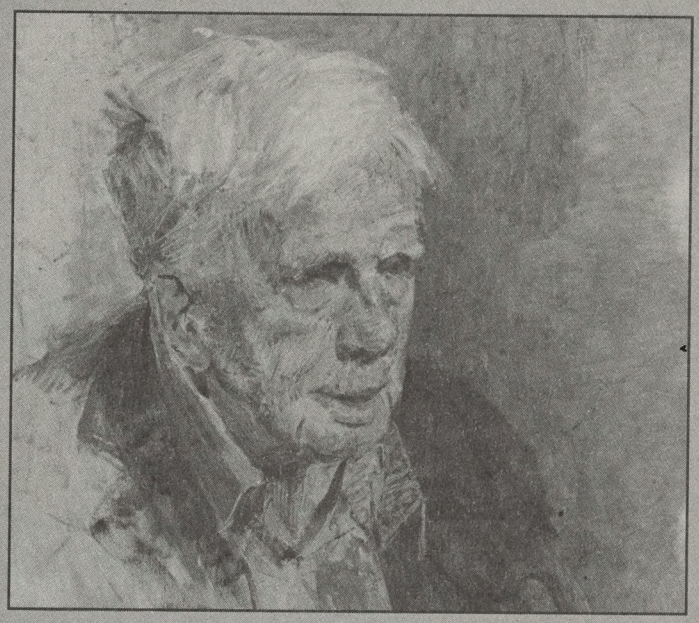
Middlebury College complies with applicable provisions of state and federal law which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

However, it should be noted that this Catalog and the policies described herein are intended to be applied in programs offered at the College's Vermont facilities. Because of varying circumstances and legal requirements, policies stated herein may have little or no application to programs offered by the College elsewhere, such as, for example, in connection with study abroad programs. This is consistent with the College's intent to comply with the requirements of applicable law. Individuals with questions about the policies governing such programs should consult the materials specific to the programs, and/or direct inquiries to the administrators of such programs.

Copyright © 1999 by Middlebury College, all rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, or otherwise, without the prior written permission of Middlebury College.

Photography by Bob Handelman

Middlebury College
1999-2000 Catalog



Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright . . .

Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924. Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" in *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

CONTENTS

SECTION I ABOUT MIDDLEBURY

To Choose and Be Chosen	7
Middlebury College Mission Statement	7
What Is "Higher" in Higher Education?	8
History of Middlebury College	8
Middlebury Today	9
Middlebury College Bicentennial	10
The Goals of a Middlebury Education	10
The Structure of Middlebury's Curriculum	11
Programs of Summer and Off-Campus Study	12
Undergraduate Admission	13

SECTION II ACADEMIC PROGRAMS

Curriculum	17
Courses of Instruction	23
College Writing Program	24
Arts	26
Interdepartmental Arts Course	26
Music	26
Studio Art	29
Theatre, Dance, and Film/Video	30
Humanities	37
Classical Studies Program	37
Classics	38
History	40
History of Art and Architecture	47
Philosophy	51
Religion	55
Languages	59
Chinese	59
French	62
German	66
Italian	68
Japanese	71
Russian	72
Spanish	75

(for courses in Greek, Hebrew, and Latin, see Classics)

Literature 78
Literature Program 78
American Literature 78
English Literature 80
Foreign Literature Courses in Translation 86
Literary Studies 88

Natural Sciences 90
Biology 90
Chemistry and Biochemistry 95
Computer Science 98
Geology 98
Mathematics and Computer Science 100
Molecular Biology and Biochemistry 104
Physical Education and Athletics 105
Physics 106

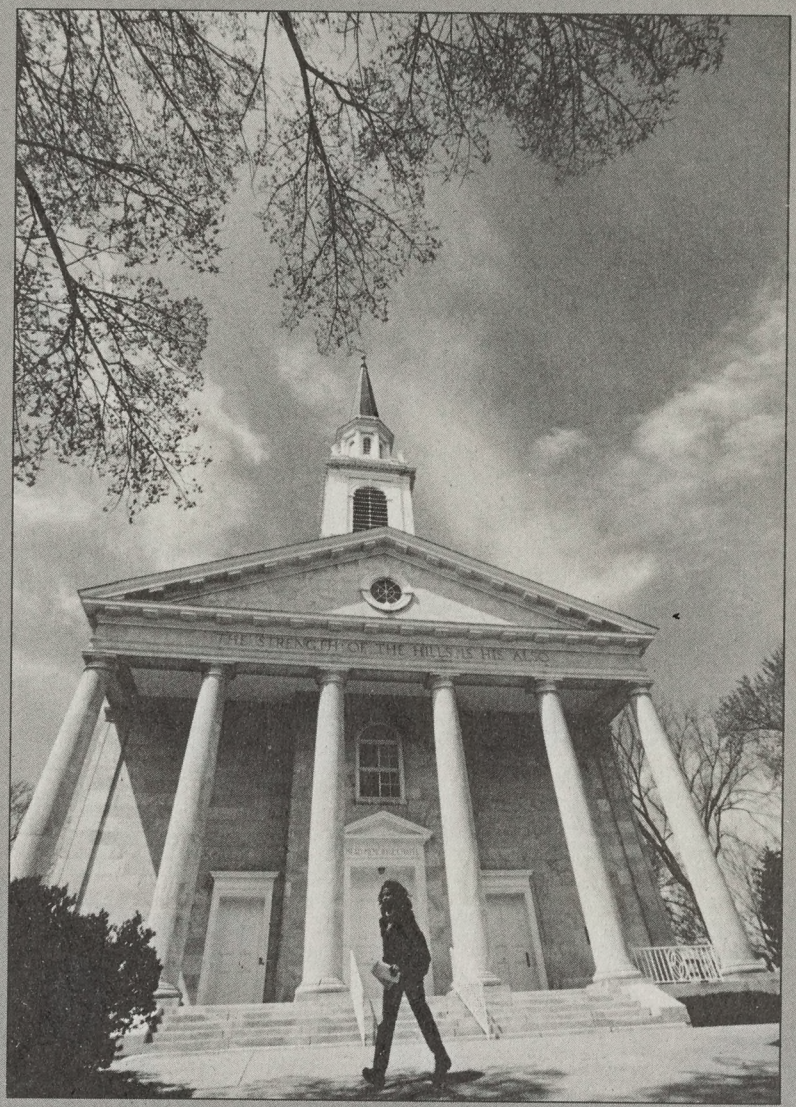
Social Sciences 109
Economics 109
Geography 113
Political Science 117
Psychology 123
Sociology/Anthropology 127
Teacher Education 132

Interdisciplinary Programs 134
African American Studies 134
American Civilization 134
Environmental Studies 137
Independent Scholar Program 140
International Major 140
International Studies 141
International Politics and Economics 144
Women's and Gender Studies 145

First-Year Seminars (Fall) 147
Graduate Programs 152

SECTION III **GENERAL INFORMATION**

Student Finances 157
Financial Aid 161
Endowed Funds for Students and Faculty 161
President and Fellows 167
Academic Administration and Staff 168
Faculty 174
College Calendar 188
Index 189
Communications Inside Back Cover



SECTION I

ABOUT MIDDLEBURY

TO CHOOSE AND BE CHOSEN

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury College makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living within a vibrant community, and much more; but none of its benefits will be of lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Middlebury wants those who will give freely of themselves in academic study, in the arts, in the pursuit of leadership, in athletics, and in social service. What the College can give in return is described in the pages that follow.

Middlebury is one of New England's outstanding small, residential liberal arts colleges. It offers its students a broad curriculum embracing the arts, humanities, foreign languages, social sciences, and natural sciences. Middlebury is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns. This transcendence may come for some through the study of other cultures; for some through the study of the environment; for others it will come through inquiry into such fields as physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight foreign languages and cultures, and the use of English is virtually banned for the participants, among whom are many Middlebury undergraduates. In the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for 11 days of intensive exchange on the art of writing. The Bread Loaf School of English is in session each summer not only in Middlebury but also at Lincoln College, Oxford, in the United Kingdom; at the Native American Preparatory School in Rowe, New Mexico; and beginning in summer 1999, at the University of Alaska Southeast near Juneau.

There is also an overseas dimension to Middlebury College. The C.V. Starr-Middlebury Schools Abroad are located in Florence, Getafe, Irkutsk, Logroño, Madrid, Mainz, Moscow, Paris, Segovia, Voronezh, and Yaroslavl. These schools enroll approximately 300 undergraduate and graduate students who seek further to develop their foreign language skills and to immerse themselves as fully as possible in the host culture through academic study as well as direct experience.

MIDDLEBURY COLLEGE MISSION STATEMENT

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1999:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment, and who, both individually and collectively, encompass a wide range of interests and talents. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To assure that our students achieve their potential the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and co-curricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas, in both written and oral form, and skilled in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the Western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend cultures, ideas, societies, traditions, and values other than their own.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

A national educational journal recounted the story of a student who had been asked in a physics course to explain how one could determine the height of a tall building using a barometer. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." The answer was given an F, although the student objected that the answer was perfectly correct according to accepted physical principles. When an outside mediator was called in, he had to agree that the student had a point. Nevertheless, it was agreed that the student would be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies, you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the wall to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between a professor's lecture or a reading and a final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury is a liberal arts college of the first rank, an achievement that is the result of a process of growth and change that began in 1800, when a few men of the town of Middlebury took upon themselves the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into an institution of international renown.

Middlebury's original purpose was to train young men from Vermont and neighboring states for the ministry and other learned professions of the early nineteenth century. The College began modestly, with seven students enrolling in November 1800. These first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper. In recognition of his gift, West College, a new building completed a few years prior to Painter's death in 1819, was renamed Painter Hall. Painter Hall is the oldest college building extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College, the first African American citizen to earn a baccalaureate degree at an American college.

Middlebury College continued to grow during the nineteenth century. The growth was not steady, however, as the College was not immune to the social and political movements that were affecting northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s, and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883, the trustees voted to accept women as students in the College, making Middlebury one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. In the following years, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (who held that office from 1885 to 1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908 to 1921). The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency. During the second decade of the twentieth century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the new century.

During the 1930s, 1940s, and 1950s, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration, including the cultivation of resources for the long term.

During the next three decades, under the leadership of presidents James Armstrong (1963 to 1975) and Olin Robison (1975 to 1990), Middlebury attained a new level of excellence. The student body grew not only in numbers but in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement coupled with a concern for the personal development of their students. The introduction of new subjects into the curriculum and the creation of additional Language Schools strengthened the international dimension of Middlebury. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the 15th president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

MIDDLEBURY TODAY

In 1995, the trustees continued the process of growth and change that has characterized Middlebury throughout its history by adopting a plan to increase the size of the undergraduate student body from 2,000 to 2,350 over the next decade. The plan also called for construction of major new facilities to better serve the enlarged community. In addition to a new hockey rink, the recently dedicated Chip Kenyon '85 Arena, and a new science center, Bicentennial Hall (scheduled to open in the fall of 1999), planned capital projects include an expansion and renovation of Starr Library, new dining facilities, expanded student activities space, new student residence halls, and a new humanities center.

The College has also recently committed itself to an innovative plan for enhancing residential life. All dormitories are grouped into five "commons," creating smaller social communities within the College that not only foster close friendships among students but also encourage the kind of informal faculty-student interaction that is only possible at a small college. Each commons has faculty associates who work with students to plan lectures, field trips, parties and other events for its residents. Some first-year seminars are commons-based, so that the students enrolled in a particular seminar are also assigned to live in the same commons, with extracurricular programming for the course also sponsored by the commons. The success of the programs devel-

oped over the last few years has encouraged expansion of the commons initiative, so that in the future more social and academic activities are likely to be centered in the commons.

The addition of approximately 30 new faculty will enable the College to deepen and strengthen its academic programs, especially in those fields that have been identified as "peaks," or areas of special academic emphasis and distinction: literature, language study and pedagogy, international study, study of the environment, and real-world experiences in the liberal arts. Throughout the changes of the next decade, Middlebury will maintain its traditional emphasis on general excellence in the liberal arts in a residential setting. As the College approaches its Bicentennial, it will build upon the tradition and experience of two centuries to offer its students a liberal arts education adapted to the needs of the twenty-first century.

MIDDLEBURY COLLEGE BICENTENNIAL

Middlebury is one of a small nucleus of schools that date from the early years of the American republic. Founded in 1800, Middlebury will celebrate its Bicentennial at the same time we all move into the next millennium, and this significant moment in Middlebury's history will be highlighted in a yearlong celebration beginning in October 1999, with the dedication of Bicentennial Hall, the College's new science center, and ending with Founders' Day Weekend in November 2000. Students, faculty, staff, and alumni are working together to plan exciting Bicentennial events that will take place on campus and in those communities across the nation that support active Middlebury chapters. The celebration includes a service project linking students and alumni in promoting literacy in Vermont and beyond.

During the Bicentennial year, a number of special academic symposia will highlight the strengths of the College curriculum. These symposia will involve noted scholars as well as Middlebury alumni who have distinguished themselves in their respective fields. A historical retrospective will be published in the fall of 1999, featuring many distinguished members of the Middlebury family throughout the centuries. A series of books on a variety of topics relating to Bicentennial activities will also be published by the University Press of New England.

The arts program will feature talented alumni writers, actors, designers, and artists in a broad array of exhibitions and performances. Wynton Marsalis will appear in April 2000, and a commissioned piece of music will be performed during the Founders' Day festivities. Throughout the year, participants in the Celebration will be honored with Bicentennial medals, produced for the College by Danforth Pewterers in Middlebury.

In honor of the Bicentennial, Middlebury is engaged in $200 million capital campaign to enlarge the endowment, improve campus facilities, and enhance Middlebury's academic and residential programs. The generosity of many alumni, faculty, and friends of the College has already made the campaign a success, ensuring that the College will have the resources to continue to develop and grow.

THE GOALS OF A MIDDLEBURY EDUCATION

The Middlebury College faculty is composed of outstanding, dedicated teachers who are also accomplished scholars. Students have many opportunities to work closely with their teachers, and intellectual exchange with the faculty goes on outside the classroom as well as during class. The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex, changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write and speak with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the relations between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students to seek such an ideal asks a great deal of them, but each student admitted to Middlebury

is capable of achieving these goals, and the faculty and staff at Middlebury College have dedicated their talents and their efforts to both challenging our students and making such achievements possible.

THE STRUCTURE OF MIDDLEBURY'S CURRICULUM

A Student's Course of Study

The Middlebury College curriculum is designed to ensure that each student's education includes a certain breadth of experience, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution and "cultures and civilizations" requirements. There are also other general requirements, which we see as opportunities, providing the chance to explore new areas of inquiry. In all of these areas students have a broad range of choices.

First-Year Seminar: Each student elects one seminar for first-year students during his or her first semester. These seminars are intimately-sized, thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines. They have an intensive writing component, and the instructors also serve as academic advisers for their seminar students, continuing in that function until students choose a major and major adviser in their second year.

Writing-Intensive Course: In their second, third, or fourth semesters, students choose one course from among the College writing courses, offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. Beginning with students in the Class of 1999, the requirements must be completed by the end of the sophomore year.

Breadth: Distribution and Cultures and Civilizations Requirements

Distribution Requirement: Each student must take at least one course in seven of the following eight categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign languages.

Cultures and Civilizations Requirement: Each student must take at least one course focusing on some aspect of the cultures and civilizations of the United States, one course focusing on some aspect of European cultures and civilizations, and one course focusing on some aspect of cultures and civilizations other than those of Europe or the United States.

Courses that count toward the major and the minor may be used to satisfy distribution and cultures and civilizations requirements.

Minor: Students may elect to complete voluntary minors as another means of obtaining curricular breadth. A minor is crafted from five or more courses in a department or program, including at least one course at an advanced level.

Depth: The Major

Students select majors by the end of their third semester. Most departmental majors have great flexibility and encourage interdisciplinary work. Students may choose to explore two different areas as double majors. There are also established interdisciplinary programs, such as environmental studies, international studies, and women's and gender studies. Students may also design a joint major, which combines two fields of study. In addition, Middlebury has an independent scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

There are 37 different established majors in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage or require independent work during the senior year. Although there is no major in teacher education, our education program provides the equivalent of a minor and leads to licensure in the state of Vermont, licensure which is also accepted in 36 other states and the District of Columbia. In addition, Middlebury offers special advising so that students may take the appropriate courses to prepare for graduate or professional school in architecture, business administration, dentistry, engineering, law, medicine, nursing, and veterinary medicine.

The Four-One-Four Curriculum

The pattern of a single year at Middlebury consists of a fall term of 13 weeks ending at Christmas vacation, a winter term of 4 weeks in January, and a spring term of 13 weeks ending in mid-May. In the fall and spring terms,

the typical course load is four courses, but students may take three or, with permission, five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures that don't fit easily into a fall or spring term course structure, and students have the opportunity to explore new fields of study. New areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. A number of courses each winter term are offered by visiting faculty who may be artists, professionals, or distinguished scholars from other institutions. This intensely concentrated term allows students to gain great efficiency in learning as they study a single technique, problem, or body of material.

Options other than standard courses are also open to students during winter term. Extensive possibilities exist for qualified students to pursue independent study projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

The Middlebury Language Schools, C.V. Starr-Middlebury Schools Abroad, Bread Loaf School of English, and Bread Loaf Writers' Conference are all integral components of Middlebury College. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international studies. Many Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus and considerable resources to the intensive study of foreign languages. A major tenet of the Language Schools is the premise that linguistic competence is essential to true cultural understanding and that effective language teaching provides meaningful insight into foreign cultures. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Courses range from beginning to advanced at all eight schools; graduate courses are offered in five of the schools. Middlebury undergraduates can attend the Language Schools to prepare for study either at a C.V. Starr-Middlebury School Abroad or in other foreign programs in such locations as China, Japan, or Latin America, or to begin earning credits toward a Middlebury advanced degree.

The C.V. Starr-Middlebury Schools Abroad

During the academic year, the Middlebury College schools in France (Paris), Germany (Mainz), Italy (Florence), Russia (Irkutsk, Moscow, Voronezh, and Yaroslavl), and Spain (Getafe, Logroño, Madrid, and Segovia) offer courses appropriate to both undergraduate and graduate degree programs. Most Middlebury students engaged in the study of a European language, either as part of a language and literature or culture major, or in conjunction with the international studies major, spend part or all of their junior year in one of the schools abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of academic and personal growth not easily attained in familiar surroundings. The schools abroad offer varied intellectual challenges within foreign university systems and an experience that can impart special meaning and depth to the academic understanding of foreign languages and cultures.

Other Programs of Study Abroad

Almost 60 percent of Middlebury's undergraduates study off campus for at least part of a year. In addition to the Middlebury Schools Abroad, students attend approved academic programs all over the world, with the largest numbers of students in recent years going to Australia, China, Ireland, Japan, Latin America, New Zealand, and the United Kingdom. In all cases students wishing to study with programs other than Middlebury's schools abroad must demonstrate the relevance of their study abroad to their academic program and show the importance of such study for their intellectual growth. Students planning to study abroad in China or Japan are expected to have language proficiency sufficient to allow them to do work at an advanced level. A summer of study at the Language Schools may help attain the necessary level of preparation. Students studying in countries whose languages are not taught at Middlebury are expected to begin studing that language as part of their academic program abroad.

International Studies Major

This four-year program provides a carefully constructed blend of language, regional, disciplinary, and global

courses. This, together with study abroad, helps students gain a deep understanding of a specific geographical region, as defined primarily by language, as well as its place within an interdisciplinary and transnational context. On campus, the Geonomics Institute for International Studies sponsors lectures, lunchtime symposia in which faculty present their research, cultural events, and other activities that support the international studies program. Within the international studies major there are five tracks: East Asian studies, European studies, international politics and economics, Latin American studies, and Russian and East European studies. Majors also specialize in one of the traditional academic disciplines.

International Major (program available through Class of '02 only)
A few highly focused students earn the B.A. degree in three years, including two summers of study, by pursuing the international major. This rigorous program combines the study of a language with another discipline and a year of study abroad. Students who enrolled in the three-year international major between September 1995 and September 1999 may complete their degree requirements under the provisions of that major when they matriculated.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at four sites: the campus near Bread Loaf Mountain in Vermont; Lincoln College, Oxford, in the United Kingdom; the Native American Preparatory School in Rowe, New Mexico; and the University of Alaska Southeast near Juneau. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Exceptionally able Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses in the summer between their junior and senior years. Students may apply a summer's credits to their undergraduate degrees, or may use them toward the master's degree in English.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for 11 days in August. At the conference, aspiring and experienced writers meet in workshops and in individual conferences with the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Spelman College and Swarthmore College during spring term. Selected juniors may spend one term in the nation's capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group, or a nonprofit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea. Students of biology and/or environmental studies may study for one semester at the Wood's Hole Marine Biological Laboratory. Students have the opportunity to attend a special program at the Center for Northern Studies located in an arctic microclimate setting in Wolcott, Vermont.

Summer Research

Many students spend a summer working with faculty members on or off campus on a variety of research projects. Most of these students, but not all, are majoring in the natural sciences. This research may provide a foundation for a senior thesis. Most research students receive stipends and on-campus room and board from grants obtained by their faculty mentors.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science
5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office. Applicants are encouraged to emphasize their strength of achievement by submitting any one of the following:

1. Three SAT II tests in different areas of study, including the SAT II Writing test and one quantitative SAT II test (chemistry, mathematics, physics)
2. Three Advanced Placement (AP) tests in different areas of study, including AP English and one quantitative AP test (computer science, chemistry, economics, mathematics, physics)
3. Three International Baccalaureate (IB) Subsidiary or Higher level tests in different areas of study, including IB Languages (A1, A2, or B, English only) and one quantitative IB test (chemistry, computing studies, economics, mathematics, physics, physical and chemical systems)
4. Three scores in different areas of study from any mix of the tests above, including one English test and one quantitative test
5. The American College Testing (ACT) assessment test

Applicants for whom English is not the first language are required to demonstrate their proficiency in English. Middlebury will consider either the TOEFL or the results from other standardized assessments, including SAT I, SAT II Writing, IELTS, CPE, MELAB, APIEL, and ELPT. Predicted grades in IBA1 or A2 English or in A-level English will also be considered. No minimum or "cut-off" scores are used. (Typically the middle 50 percent range on the TOEFL for an entering class is 610-650. In other words, 25 percent of the matriculants score below 610 and 25 percent score above 650.)

Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding academic records: 72 percent of the Class of 2002 graduated in the top 10 percent of their secondary school class and 90 percent in the top one-fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

First-Year Early Decision I Admission: November 15 postmark for Parts I and II
Transfer Spring Term Admission: November 15 postmark
First-Year Early Decision II Admission: December 15 postmark for Part I December 31 postmark for Part II
First-Year Regular Admission: December 15 postmark for Part I, December 31 postmark for Part II
Transfer Regular Admission: March 1 postmark

Spring Term Admission

Approximately 80-100 students are offered spring term admission to fill vacancies created by students who graduate at midyear and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

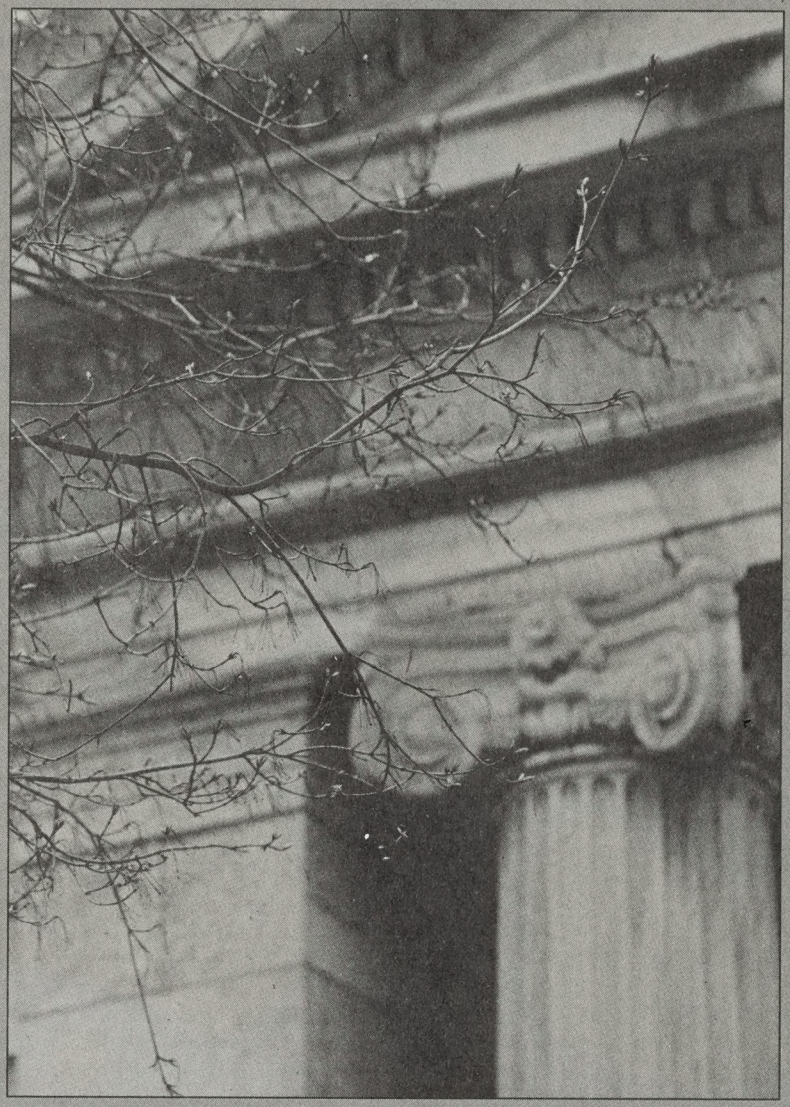
Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced Placement scores of 4 or 5 and IB or Higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

Admission Information

Those wishing additional information about undergraduate admission or campus visits may contact:

Admissions Office
Emma Willard House
Middlebury College
Middlebury, VT 05753

Telephone: 802-443-3000
Fax: 802-443-2056
admissions@middlebury.edu



SECTION II

ACADEMIC PROGRAMS

CURRICULUM

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments or programs and complete requirements and electives in fields outside of their specialization.

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees: Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

Accreditation

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

UNDERGRADUATE WORK

Course registration

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The typical program of study is four courses in each of the fall and spring terms. Sophomores and juniors may register for five fall or spring term courses only with specific approval of their advisers and the dean of students. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Students may take no fewer than three courses per term without permission of the Administration Committee to become special students. In the winter term, students select one course of concentrated study.

All entering first-year students must register for a first-year student seminar in their first semester at Middlebury. Students select the remainder of their first-term program in consultation with their advisers. Final registration for courses occurs after students have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence, or both. Determination of credit and/or standing is the prerogative of the academic department. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing a class.

Nonstudents may audit courses only with the permission of the instructor and the dean of the faculty or his/her designate. In such cases official audit status is not possible.

Course Access

Students use the Middlebury Automated Registration System (MARS) to register for courses on the Web from anywhere in the world. For fall and spring term courses, students register at the end of the previous spring/fall term. Enrollment priority is individualized by course to accommodate the needs of students in various stages of their academic pursuits. For example, some courses give priority to first-years and others to upper-class students or to majors or to those on wait lists. Typically, first-years and sophomores have priority for enrollment in introductory courses. Students are encouraged to declare their majors and minors by the end of their second or third term to take full advantage of enrollment priority.

Prior to entering Middlebury, first-year students use a telephone system to register for a first-year seminar and to indicate preferences for their remaining courses. During orientation week, they participate in a first-year registration to complete their schedule. Representatives from the faculty are available for consultation during this registration. Spaces are reserved in many courses to allow enrollment of first-year and transfer students.

Registration for winter term courses is also on the Web, but enrollment priority for winter term is the same for all courses: sophomores, first-years, seniors, juniors.

Change of Course Registration

During the first two weeks of the fall and spring terms, course changes may be made if the student obtains the signatures of his or her adviser, the instructor of the course to be added, and the instructor of the course to be dropped. With the signatures of his or her adviser and the instructor of the course, a student may withdraw from a course without penalty until the end of the fifth week of the term, except for first-year students, who have until the end of the seventh week of the term. The dean of students may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

Transfer of Credit

Students may transfer course credits from other institutions only at the discretion of Middlebury College. Students should obtain approval for a course for which they expect transfer credit before enrolling in it. Students should prepare in advance a "Transfer of Credit" form, requiring approval from

the department or program chair, the student's adviser, and the dean of students. The form should be accompanied by a complete course description and a syllabus if available; further information about the institution may be required by the chair. The decision to award or deny transfer of credit for interdisciplinary courses taken at other institutions that fall outside the jurisdiction of any Middlebury College department or program is determined by the Curriculum Committee. Students who wish to receive transfer credit for interdisciplinary work taken at other institutions should obtain the prior approval of the Curriculum Committee or its chair in place of a department chair. Transcripts from approved educational institutions must be official and sent directly from the institution that granted the credit. Grade reports, unofficial transcripts, or hand-carried transcripts are not acceptable.

To receive credit, the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses that meet over a period of four weeks or longer are eligible to receive credit. Only courses with a grade of C- or better may be transferred from another institution toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record. Transfer credits may be used to satisfy the distribution and cultures/civilization requirements if the transfer credit is considered by the appropriate Middlebury department the equivalent of a Middlebury course that may be used to satisfy one or more of those requirements. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses taken in high school applied toward a high school diploma or in a college/high school cooperative program are not transferable. Only courses taken on college campuses, with college students and for which there are official transcripts, may be considered for transfer.

Transfer students' work will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. Failing grades and Ds at other colleges are not transferable. The major European examination certificates, such as the French Baccalaureate, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as nondegree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of students will consider any special curricular problems of veterans and will grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students copies of the Middlebury College Handbook, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

Grades

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time, as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours each week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the dean of students and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at their home address at the end of the fall term. At the end of the spring term, grades are sent only to the students at their home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. The numerical equivalents of grades are A+ and A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

College Scholar: Grade point average of 3.6 with no grade lower than B- for students taking four or more courses

Dean's List: Grade point average of 3.3 with no grade lower than B- for students taking four or more courses

The same probation and failure rules apply to all students in all four years. The Administration Committee will exercise leniency in responding to first-year, first-semester students and will therefore give strong consideration to readmitting a student who has received academic failure after the first

semester, unless the student has demonstrated flagrant neglect of his/her academic work and responsibility.

All Students Probation: 2 Ds; 1 D and 1 F; D or F in winter term; 1 D or 1 F for students completing only three courses in the term

All Students Failure: 3 Ds; 2 Fs; 1 F and 2 Ds; 2 Ds or 1 F while on probation; D or F in winter term while on probation; three times on probation; 1 F and 1 D, or 2 Ds, or a second successive term on probation for students completing only three courses in the term

Academic Honors

The College recognizes superior academic achievement in the following ways.

Honorary Appointments: The faculty makes these honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter of Vermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are summa cum laude, magna cum laude, and cum laude.

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project, such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

Honor System

Before enrolling at Middlebury College each student must agree to abide by the honor system. This agreement is a condition of matriculation. Under the honor system all quizzes, preannounced tests, and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the honor system come under the jurisdiction of the Judicial Council, which is student managed. Anyone who observes an infraction should report the offense to the Office of the Dean of Students. Any infraction of the honor system is punishable by penalties up to indefinite suspension from the College.

Plagiarism

All incoming new students are required to sign a statement on which there is a definition of plagiarism and a mention of the penalty for plagiarism. The individual student is responsible for ensuring that his or her work does not involve plagiarism. All charges of plagiarism come under the jurisdiction of the Judicial Review Board, a panel that includes both student and faculty members. Plagiarism is normally punishable by suspension from the College.

DEGREE REQUIREMENTS

All students must complete a major, a first-year student seminar, a College writing course by the end of the sophomore year, and two units of physical education. All students must complete two sets of distribution requirements: a seven-course distribution requirement based on academic content categories and a three-course cultures and civilizations requirement. Students may also choose to complete a voluntary minor.

Major

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, are facilitated by a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work, adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Office of the Dean of Students, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the dean of students.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Biology
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
Economics
English
Environmental Studies
French
Geography
Geology
German
History
History of Art and Architecture
Independent Scholar
International Politics and Economics
International Studies
    East Asian Studies
    European Studies
    Latin American Studies
    Russian and East European Studies
Italian
Japanese
Literary Studies
Mathematics
Molecular Biology and Biochemistry
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Studio Art
Theatre, Dance, and Film/Video
Women's and Gender Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the dean of students, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

Minor (optional)

Students may elect to complete one or more minors. Minors will be governed by the following guidelines:

- Minors will consist of four to six courses; at least one must be at an advanced level.
- Departments and programs may designate configurations of courses that will constitute a minor (or minors) for that department, program, or major.
- Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
- Students who elect to complete a minor are strongly encouraged to do so before their senior year.
- No minor will be accepted after registration for a student's final semester.
- Minors will be listed on students' transcripts.
- A course may count toward a student's major or minor, but not toward both.

In addition to the minors associated with many of the majors listed above, the College offers minors in:

- African American Studies
- Jewish Studies
- Teacher Education

First-Year Seminars and College Writing Courses

First-year seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective that attempts to make connections among a number of the traditional disciplines. All entering students register for one first-year seminar during their first semester on campus. The instructor of this seminar also serves as the first-year faculty adviser for all the students enrolled in the course. First-year seminars do not satisfy major requirements.

After completing a first-year seminar, every student must elect within the next three semesters at least one course designated as a College writing course. A College writing course taken concurrently with a first-year seminar does not satisfy this requirement. For a listing of the College writing courses offered in 1999-2000, see the "College Writing Program" section of this catalog.

Physical Education Requirement

Each student must complete two physical education units unless excused by the Administration Committee. Students may use their participation on varsity and junior varsity intercollegiate teams to satisfy the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

Distribution Requirements

All students must complete two sets of distribution requirements: (1) academic categories, and (2) cultures and civilizations. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses, first-year student seminars, and College writing courses may also be used to satisfy distribution requirements.

Students must take at least one course in seven of the eight academic categories described below. A single course may be listed as satisfying no more than two academic categories. A student may count a single course in no more than one academic category requirement.

I. Academic Categories

1. Literature: Literature has been a central form of expression for many societies. Analysis and appreciation of literary texts give students insight into the minds and lives of other human beings—both their own cultural predecessors and people of different traditions—and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision. Courses that fulfill this requirement are designated **LIT**.

2. The Arts: The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context. Courses that fulfill this requirement are designated **ART**.

3. Philosophical and Religious Studies: Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history. Courses that fulfill this requirement are designated **PHL**.

4. Historical Studies: History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this category study the development of societies and cultures over time. Courses that fulfill this requirement are designated **HIS**.

5. Physical and Life Sciences: Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society. Courses that fulfill this requirement are designated **SCI**.

6. Deductive Reasoning and Analytical Processes: Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning. Courses that fulfill this requirement are designated **DED**.

7. Social Analysis: This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers). Courses that fulfill this requirement are designated **SOC**.

8. Foreign Language: Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a foreign language or focused on texts in a foreign language. Courses that fulfill this requirement are designated **LNG**.

II. Cultures and Civilizations

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States, designated **USA**; (2) one course focusing on some aspect of European cultures and civilizations, designated **EUR**; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States, designated **OTH**.

A single course may be listed in only one of the three cultures and civilizations categories above. A student may count the same course toward an academic category requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

Advanced placement credits may be used to satisfy academic category and/or cultures and civilizations requirements only if those credits are treated by the departments concerned as the equivalent of a course in the Middlebury curriculum that may be used to satisfy an academic category and/or cultures and civilizations requirement. No more than two academic category and/or cultures and civilizations categories may be satisfied with advanced placement credits.

SPECIAL PROGRAMS

Premedical, Predental, and Preveterinary Programs

No specific major is required of students wishing to prepare for medical professions. The professional schools expect students to complete the following courses:

BI 195 Genetics and Evolution
BI 250 Organelles and Cells
CH 103 Fundamentals of Chemistry I
CH 104 Fundamentals of Chemistry II
CH 241 Organic Chemistry I
CH 242 Organic Chemistry II
MA 112 Calculus I
MA 113 Calculus II
PH 109 Newtonian Physics
PH 110 Electricity and Magnetism
One year of English

Some medical schools expect a student to have taken an additional course in organismic biology. Preveterinary students also need biochemistry (for example, CH 322) and may need to meet other specific biology requirements. Interested students should begin as first-year students by taking biology, chemistry, and mathematics consistent with their backgrounds and abilities. All professional school requirements must be completed to prepare students to take the Medical College Admissions Test, usually by the end of the junior year. Interested students should get in touch with the premedical adviser, Professor Bob Osborne (psychology), soon after their arrival at Middlebury.

Early Assurance Premedical Program

Working in cooperation with a small group of medical schools (e.g., Rochester, Tufts, University of Connecticut, and Medical College of Pennsylvania), Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Bob Osborne (psychology) as soon as possible.

Primary Health-Care Interactions: A Program for First-Years

This program is designed to help with appropriate curricular and career decisions. It is offered for first-year college students who are considering a premedical curriculum of study, and who wish to explore the possibility of a career in medicine or public health.

The Program has two required components: It begins with an intensive seminar, to take place at Middlebury College for two weeks in August; and continues with a one-month preceptorship, to occur at each student's convenience during the following year—in the period preceding college for those who delay matriculation, during January, or in the early summer.

Those who are about to matriculate at a liberal arts college are invited to apply. Due to space limitations, they should do so as early as possible. Preference will be given to those for whom scheduling the preceptorship is not problematic.

See course descriptions for sociology/anthropology SA160 and SA161. Interested students should call or see Professor David Napier (sociology/anthropology). For information about the program (credits, fees, application) call or see Martha Baldwin, Geonomics House, 802-443-5324.

Other Preprofessional Programs

Students may participate in other four-year, preprofessional programs that prepare them for studies in law, business management, engineering, nursing, environmental studies, architecture, and other disciplines. These students should register their interests as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture, Professor Glenn Andres; engineering, Professor Frank Winkler; nursing, Professor Bob Osborne.

Exchange Programs

Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during winter term and Swarthmore College during the fall and spring terms.

Junior Year Abroad

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

Washington Semester Program

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

Williams College–Mystic Seaport Program in American Maritime Studies

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum.

Semester at Woods Hole Marine Biological Laboratory

Students of biology and/or environmental studies with a science focus may elect to spend either the fall or spring semester at the Woods Hole Marine Biological Laboratory. They may obtain four units of credit for four courses in the area of aquatic biology and chemistry. Interested students should consult the biology department listings for a detailed description of the program, and contact the chair of the biology department for more information.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may take a wide variety of forms. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may pursue independent projects and internships off campus dur-

ing winter term. Students may choose to take a course taught by either a regular faculty member or one of more than a dozen visiting faculty who are recruited each year to teach winter term courses in their fields of expertise. Faculty often take advantage of the unique structure of winter term to design courses that are unusual or experimental in format.

Each fall the Curriculum Committee publishes a winter term catalog listing over a hundred courses that will be offered in the coming January. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects are normally graded on an A to F basis, but may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

COURSES OF INSTRUCTION

Course conflicts will be most easily avoided by taking courses in proper sequence. All courses are given as term courses, with the exception of senior work (700 courses) and 500 courses in an honors program. These course numbers may signify ongoing work and, in that event, are graded S (satisfactory progress) or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with the recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1999-2000 are bracketed. Abbreviations are: lab, laboratory section; lect., lecture section; and disc., discussion section.

The following abbreviations are used to designate courses that satisfy the distribution requirement for academic categories: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 1999-2000 may be incomplete. The most up-to-date information can be found on the College's Web site <http://www.middlebury.edu>. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.

College departments and programs are organized into divisions, and department and program course listings will appear under the appropriate divisional heading:

COLLEGE WRITING PROGRAM

ARTS
Interdepartmental Arts Course
Music
Studio Art
Theatre, Dance, and Film/Video

HUMANITIES
Classical Studies Program
Classics
History
History of Art and Architecture
Philosophy
Religion

LANGUAGES
Chinese
French
German
Italian
Japanese
Russian
Spanish
(for courses in Greek, Hebrew, and Latin, see Classics)

LITERATURE
Literature Program
American Literature
English Literature
Foreign Literature Courses in Translation
Literary Studies

NATURAL SCIENCES
Biology
Chemistry
Computer Science
Geology
Mathematics and Computer Science
Molecular Biology and Biochemistry
Physical Education and Athletics
Physics

SOCIAL SCIENCES
Economics
Geography
Political Science
Psychology
Sociology/Anthropology
Teacher Education

INTERDISCIPLINARY PROGRAMS
African American Studies
American Civilization
Environmental Studies
Independent Scholar Program
International Major
International Studies
Women's and Gender Studies

❖ ❖ ❖

COLLEGE WRITING PROGRAM

Director: Kathleen Skubikowski (assistant professor of English); *Lecturer and Tutor in Writing:* Mary Ellen Bertolini, Barbara Ganley

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "writing intensive" courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as writing intensive. The usual sequence for these courses is a first-year seminar in the first semester and a College writing course, selected from a wide range of offerings, in the second, third, or fourth semester. College writing courses are designated (CW) in the catalog.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WP 100 or WP 101 The Writing Process (see description below), concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the writing intensive requirements (if any) they have satisfied through course work at another institution. In general, matriculated students have to complete the courses for the College writing program at Middlebury.

Writing Program Courses

WP 100 The Writing Process (Fall)
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement. (Ms. Ganley, staff)

WP 101 The Writing Process (Spring)
This course, a continuation of WP 100, is primarily for students who have completed a first-year seminar although a few spots are reserved for February first-years. As students begin to master organization and argument in their writing, this course encourages them to improve their writing style and research skills. This course does not fulfill the College writing requirement. (staff)

WP 200 Writing Across the Arts (Spring)
WP 200 is a writing-intensive course designed for students with an active interest in the arts and arts reviewing. We will focus on the structure and content of effective arts writing by exploring the traditions and current trends of writing about the arts and by writing art criticism and reviews of four art forms: creative writing, theatre, painting, and music. The class will attend and discuss exhibitions, performances, and readings; analyze arts criticism; write reviews and critiques as well as longer essays; and complete a final project. (Ms. Ganley)

The First Writing Intensive Course: First-Year Seminars

For fall course descriptions, see page 147.

Fall 1999 Seminars

FS 001 Segregation in America: Baseball's "Negro Leagues" (Mr. Lindholm)
FS 002 Race and Writing (Mr. Nash)
FS 003 Communism & Fascism (Mr. West)
FS 005 Basic Drawing (Mr. Bumbeck)
FS 006 Human Nutrition: Concepts, Fads, and Controversies (Mr. Watters)
FS 008 Science and Government: Risk, Reward, and Public Policy (Mr. Bunt)
FS 009 Thucydides' Peloponnesian War: History, Poetry, and Philosophy in Fifth-Century Athens (Mr. Witkin)
FS 010 Great Economists: Their Lives, Ideas, and Legacies (Mr. Ramaswamy)
FS 011 Crime and Deviance (Mr. Sasson)
FS 012 Versions of the Foreign (Ms. Oxfeld)
FS 013 Dreams of Cleopatra (Mr. Billings)
FS 014 Imagining Nature (Ms. Skubikowski)
FS 015 Lyric and Narrative Poetry (Mr. Hill)
FS 016 Italian Cinema (Mr. Van Order)
FS 017 A Voice of Their Own: Francophone Women Writers (Ms. Crouzières)
FS 018 Natural Hazards (Mr. Bedford)
FS 021 Impressionism and Post-Impressionsim in France (Ms. Powell)
FS 022 Tibet and the West (Ms. Atherton)
FS 023 The Road to Compostela: Pilgrimage in the Middle Ages (Ms. Smith-Abbott)
FS 024 Central Asia: From the Mongolian Empire to the Present (Ms. Endicott)
FS 025 Race: The History of an American Idea, 1860-1945 (Mr. Hart)
FS 026 The Cultures of Modern War in Europe and the United States (Ms. Sweeney)
FS 027 European Resistance Movements during the Second World War (Ms. Lamberti)
FS 028 Gain and Loss: The Classics of Mountaineering Literature (Mr. Stahl)
FS 029 Contemporary Issues in Computing (Ms. Briggs)
FS 030 Probability: Its Origins and Applications (Mr. Emerson)
FS 031 Birds (Mr. Peterson)
FS 032 Singing the Millennium (Mr. Milsom)
FS 033 "The Ancient Quarrel": Greek Philosophy and Poetry (Ms. Woodruff)
FS 034 Mind and Brain (Ms. Ennen)
FS 035 Russia, the Euro-Asian Nation (Mr. Davydov)
FS 036 Global Change: Environment, Energy, and Climate (Mr. Wolfson)

FS 037 American Constitutional Democracy (Mr. Williams)
FS 038 Russia's 20th Century Odyssey through Literature and Film (Ms. Smordinskaya)
FS 039 Drugs, Society, and Behavior (Mr. Velez)
FS 040 Surrealism and Film (Mr. Perry)
FS 041 Job, Faith, and Suffering (Ms. Bakhos)
FS 042 Identity and Difference (Mr. Moss)
FS 045 Crimes and Criminals in American Drama and Film from the 1930s-'90s. (Mr. Romagnoli)
FS 046 Voices Along the Way (Ms. Ganley)

Spring 2000 Seminars

FS 051 Literature, Politics, and Memory (Mr. Berninghausen)
FS 052 The Control of Nature (Ms. Hannula)
FS 053 The Pen and the Past: History Through Literature in India (Mr. Barrow)
FS 054 Sustainable Lands, Wild Lands: Toward a Conservation Paradigm for the 21st Century (Mr. Klyza)
FS 055 Of Character and Kings (Mr. Yarbrough)
FS 056 What is Life? (Mr. Arthur)
FS 057 Evolution and Human Health (Ms. Young)
FS 058 Lies, Damned Lies and Statistics (Mr. Sommers)
FS 059 Come on Down to the Raft: Huckleberry Finn in American Culture (Mr. Spears)
FS 060 Express Yourself (Mr. Graf)

The Second Writing Intensive Course: College Writing Courses

After successfully completing a first-year seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course (CW). A College-writing course taken concurrently with a first-year seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year seminars and to introduce students to the methods of inquiry and the specialized discourse and forms of their major fields. They are taught in sections of limited enrollment and require extensive writing and revising, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing.

Satisfactory completion of one of these College writing courses is a graduation requirement. Students who have completed one College writing course may elect a second, different course in the program, space permitting.

College Writing Courses for 1999-00

The courses listed below are among those that will satisfy the writing requirement in 1999-00. For full descriptions, see the entries under individual departments of instruction. Students taking a lecture course for "CW" credit should make sure to sign up for the "B" section of the course. For the particular sections of courses that are designated as writing intensive, consult the schedule of courses. Additional College writing courses are normally offered during the winter term. For a listing of these courses, consult the winter term catalog.

American Civilization

AC 103 Technology and the American Imagination (CW) (Spring)

Biology

BI 140 Applications in Conservation Biology (CW) (Fall)
BI 360 Practical Cell Biology (CW) (Fall)
BI 370 Animal Physiology (CW 15) (Spring)

Chemistry and Biochemistry

CH 170 Chemistry for Citizens (CW 15) (Spring)
CH/GL 283 Environmental Geochemistry (CW 15) (Spring)

Classics

CL/HI 132 History of Rome (CW 12) (Fall)
CL 151 Introduction to Ancient Greek Literature (CW 15) (Fall)

Economics

EC 150 Introductory Economics (Macro) (CW 15) (Fall, Spring)
EC 226 Gender in Economic Studies: Liberating Economics from "Homo Economicus" (CW 15) (Fall)
EC 240 An Introduction to International Economics (CW 15) (Spring)

English

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)
EL/TH 240 Screenwriting Workshop I (CW 12) (Fall, Spring)
EL/TH 341 Screenwriting Workshop II (CW 12) (Spring)

French

FR 221 Romanticism-Modernism (Fall, Spring) (CW 15)

Geography

GG 100 Introduction to Geography (CW 15) (Spring)
GG 120 The Power of Maps (CW 15) (Fall)
GG 150 Physical Earth Processes (CW 15) (Fall)

Geology

GL 170 The Dynamic Earth (CW 15) (Fall)
GL 201 Bedrock Geology of Vermont (CW 25) (Fall)
GL/CH 283 Environmental Geochemistry (CW 15) (Spring)

History

HI 112 Modern East Asia (CW 5) (Spring)
HI 203 United States History: 1492-1861 (CW 10) (Fall)
HI 204 United States History: 1861-1960 (CW 10) (Spring)
HI 232 Modern China (CW 5) (Spring)
HI 235 The History of Pre-Modern Japan (CW 5) (Fall)
HI 236 The History of Modern Japan (CW 5) (Spring)
HI 247 Traditional Russia (CW 5) (Spring)
HI 285 Colonial Latin America (CW 5) (Fall)

Literature Program

LI 101 Reading Literature (CW 15) (Fall, Spring)

Mathematics and Computer Science
MA 411 Elementary Topology (CW 15) (Fall)

Philosophy
PA 250 Early Modern Philosophy (CW) (Fall)

Physics
PH 321 Experimental Techniques in Physics (CW 10) (Fall)

Political Science
PS 214 International Environmental Politics (CW 15) (Spring)
PS 240 Race Around the World: The Comparative Politics of Ethnic Diversity (CW) (Fall)
PS 310 American Public Policy (CW 15) (Spring)
PS 324 The Political Development of Western Europe (CW) (Fall)
PS 348 Comparative Electoral Processes (CW 15) Spring

Psychology
PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)

Religion
RE 232 Medieval Christendom and its Reformations (CW 10) (Spring)
RE 268 Jewish Identities in Literature and Film (CW) (Spring)

Sociology/Anthropology
SA 301 The Research Process: Survey Research (CW 5) (Spring)
SA/WG 304 Women, Culture, and Society (CW 5) (Spring)
SA 308 Sociology of Religion (CW 5) (Fall)
SA/WG 311 Sociology and Sexual Politics (CW 5) (Spring)
SA 326 Latin American Culture and Society (CW 5) (Fall)
SA 332 Peoples and Cultures of Africa (CW 5) (Fall)
SA 335 Chinese Society and Culture (CW 5) (Fall)
SA 349 Mass Media and American Society (CW 5) (Spring)
SA 360 Development and Globalization: The Changing Face of the Modern World-System, 1944-1998 (CW 5) (Spring)

Spanish
SP 300 An Introduction to the Study of Hispanic Literature (CW 15) (Fall, Spring)

Studio Art
AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)

Theatre, Dance, and Film/Video
TH/WG 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (CW) (Spring)
TH/EL 218 Playwriting I (CW 15) (Fall)
TH 284 Dance History (CW) (Fall)
TH/EL 240 Screenwriting Workshop I (CW 12) (Fall)

ARTS

Interdepartmental Arts Course

AD 116 The Creative Process (Fall, Spring)
A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms. AD 116 is a hands-on, experiential course suggested for all students interested in exploring their creativity. Lectures, discussions, presentations, performances, and readings. Required of theatre and dance majors in the Department of Theatre, Dance, and Film/Video. (First- and second-year students only) **ART** (fall: Mr. Medeiros, theatre; spring: Ms. Campbell, dance)

Music

Christian A. Johnson Professor of Music: John Milsom (chair); *Associate Professor:* Greg Vitercik; *Assistant Professor:* Su Lian Tan; *Instructor:* Evan Bennett; *Twilight Artist-in-Residence*: François Clemmons.

The Department of Music offers a wide variety of courses in the history, theory and sociology of music, and in specific areas including composition, performance, jazz, and world music. Some courses assume the ability to read music notation; see the course listings below.

Required for the Major: Majors are required to take MU 209-210, MU 220-221, and MU 301-302; a performance elective such as MU201, MU240, MU261, or MU500; two 200-level or above elective courses; one elective course in world music, chosen in consultation with the adviser; and one or two units of senior work. In addition to the curricular requirements, majors must participate for three semesters in at least one departmental ensemble: College Choir, Chamber Choir, Orchestra, or another approved ensemble.

Required for the Joint Major: A minimum of eight courses at the 200 level or above; at least one unit of senior work in music. In addition to the curricular requirements, majors must participate for three semesters in at least one departmental ensemble: College Choir, Chamber Choir, Orchestra, or another approved ensemble.

Required for the Minor: Students who do the voluntary minor in music are required to complete five courses, two of which may be general introductory courses (100 level). The three other courses would all be at an upper level (200-400 level); all three may be in a specific area of specialization, or two may be in a specific area with the third in another area. Students may also do an independent project (MU 500), which counts as one course toward the voluntary minor.

Senior Work: Music majors and joint majors will propose a senior project by April 1 of their junior year. Projects that have been approved by the department will be undertaken as the student's senior work (MU 704); general guidelines for senior work are available from the department coordinator.

Departmental Honors in music reflect a student's overall achievement in and contribution to the department. To be

eligible for consideration for honors, a grade average of at least B+ in all music courses is required. Honors are awarded primarily on the basis of excellence in senior work: B+ in senior work and B+ in departmental courses will be eligible for honors; A- in senior work and A- in departmental courses will be eligible for high honors; A in senior work and A in departmental courses will be eligible for highest honors.

Applied Music

Undergraduates interested in performance for academic credit should see the description for MU 205.

Private instruction in musical instruments and voice is available through the department. Registration for these lessons takes place the first week of each term in the main lobby of the Center for the Arts. Contact the department at extension 5221 for further information. Contracts must be signed after the first lesson and are binding. The fee of $220 is to be paid to the Cashier's Office upon receipt of a bill at the mid-point of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester (four during winter term).

For those students accepted for private instruction, the applied fee is waived if they are music majors, music joint majors, or are enrolled in performance-related MU 500, MU 600 or MU 704 projects. Private instruction: piano: Ms. Fanning, Ms. Paden, Ms. Huard; harpsichord: Ms. Huard; jazz piano and jazz voice: Mr. Forman; violin: Ms. Cooper; cello: Ms. Davydov; flute: Ms. Janson; oboe: Mr. Bennett; clarinet: Mr. McBride; horn: Mr. Parshley; trumpet: Mr. Nelson; trombone: Mr. Bouchard; classical guitar: Mr. Geoghegan; acoustic and electric guitar: Mr. Asbell, Mr. Howes; voice: Ms. Christensen, Ms. Kähler, Ms. Kaiser, Mr. Marcy; conducting: Mr. Bennett; carillon: Mr. Matthew; organ: Mr. Fanning.

The department will assist the student in securing instrumental instruction not provided by the staff. In some cases, however, it is not possible to find a qualified instructor.

Ensembles

Middlebury College Orchestra: The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. See course listing for MU 205. (Mr. Bennett)

Chamber Choir: The Chamber Choir sings at concerts on and off campus. Audition required, open to all students without prerequisite. See course listing for MU 205. (Mr. Milsom)

College Choir: Further information will be available soon on the Web and in the course catalog. (François Clemmons)

Other Chamber Ensembles: String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MU 500) can be arranged for these groups.

[MU 101 Introduction to Western Music]

[MU 102 The Concert Experience]

MU 105 Introduction to World Music (Fall)
This course surveys several world music traditions. By using case studies from areas on several continents, we will hope to glimpse the breadth of musical expression offered by these traditions, how that relates to their contextual settings, and what that may mean when considering issues such as identity, race, ethnicity, nationalism, political struggle, ethics, perspectives (insider and outsider), Westernization, gender, ways of perceiving and making meaning of the world, and other topics. Theories from ethnomusicological literature will also be examined. This is a reading, listening, and viewing course. (Open to first-year students and sophomores.) **ART SOC OTH** (staff)

MU 109 Music Theory and Musicianship (Spring)
This course focuses on fundamentals of music and music theory from practical necessities (how to read music, notation) to theoretical concepts (intervals, modes, basic tonal harmony) and ear-training. Where possible, the concepts are immediately applied to one's performance medium (vocal or instrumental). (No prior music theory required. Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.) **ART** (Mr. Milsom)

[MU 110 History of Jazz]

AD 116 The Creative Process (Fall, Spring)
See the interdepartmental listing at the beginning of Art Division for description.

[MU 122 Music, Meaning, and the Middle Ages]

[MU 190 Beethoven]

MU 191 Nineteenth-Century Romanticism in Music (Spring)
"All art constantly aspires towards the condition of music." Walter Pater's view exemplifies the central role of music in nineteenth-century thought. In this course we will examine the works and forms that established music as the romantic art *par excellence* and that still predominate in the concert hall and on recordings today. We will explore the performance traditions these works engendered and through which they are transmitted, and we will try to place these works within their larger historical, aesthetic, philosophical, and social contexts. No previous musical experience is expected. **ART** (Mr. Vitercik)

[MU 201 Jazz Theory and Improvisation]

MU 205 Performance Lab (Fall, Spring)
Credit can be conferred for performance in faculty-supervised ensembles (see "Ensembles" above), one unit of such credit to accrue over three terms. Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of the third term by adding it as a fifth course. No more than one credit may be earned in any one semester. Credit may be earned only for work during the spring and fall terms. **ART** (staff)

[MU 206 Survey of Indian Music]

MU 209 Music I (Fall)
Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for

various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MU 109 or must pass a placement exam in fundamentals of music theory administered during the first class.) **ART** (Mr. Bennett, Ms. Tan)

MU 210 Music II (Spring)
Continuation of MU 209. **ART** (Ms. Tan)

[MU 211 Elements of World Musicianship]

MU 220 Survey of Music History (Fall)
A chronological survey of Western art music from the earliest notated music through the middle of the eighteenth century. Beginning with Gregorian chant and troubadour song, we will explore the music of the Middle Ages, the Renaissance and the Baroque era. Among the composers discussed are Machaut, Josquin des Prez, Palestrina, Monteverdi, Purcell, Vivaldi, Handel, and J. S. Bach. Analysis of the music will be supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed.) **HIS ART EUR** (Mr. Milsom)

MU 221 Survey of Music History (Spring)
This course is a survey of Western art music, from the preclassic age of J.S. Bach's sons to the present. The approach of the course is historical, analytical, and cultural; we will try both to understand the music as music and to see how it reflects its age and the concerns of the composer and the audience. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed. MU 220 is not a prerequisite.) **HIS ART EUR** (Mr. Vitercik)

[MU 234 Music in the Culture of the Renaissance]

MU 240 Music Theatre: Theory and Practice (Fall)
This course will explore the relations among music, text, character, and action in works for the musical stage. This includes both musical comedy and opera, but the emphasis will be on opera. The approach will be historical, analytical, and practical: readings will range from Joseph Kerman's *Opera as Drama* and Catherine Clément's *Opera, or the Undoing of Women* to H. W. Balk's *Performing Power: A New Approach to the Singer-Actor* and G.E. Shea's *Acting in Opera*. A variety of works from the early seventeenth century to the present will be studied both as verbal and musical texts and through videos of staged productions; our practical exploration will involve studying, rehearsing, and staging arias, songs, and ensembles from operatic and musical theatre works. Approval of instructor required. 3 hrs. lect/disc/lab **ART** (Mr. Vitercik)

MU/HI 256 Fin de Siècle: Ideology and Aesthetics at the end of the Nineteenth Century (Fall)
See Department of History listings for description. **HIS ART EUR** (Mr. Vitercik, Mr. West)

[MU 261 Vocal Repertory]

[MU 276 Topics in Opera]

[MU 282 Songs and Social Movements]

MU 301 Theory I (Fall)
This course explores elements of music, especially harmony and counterpoint, encountered in works from the Baroque era to the twentieth century. We will investigate these elements through composition and stylistic and technical analysis, examine their relationship to music history, and discuss how to apply this knowledge to individual performance. Whenever possible, these issues will be addressed with regard to pieces currently being performed within the department or by members of the class. (MU 209 and 210 or approval by instructor) (Mr. Bennett)

MU 302 Theory II (Spring)
Continuation of MU 301. (MU 301) (Mr. Bennett)

[MU 303 Form and Process in Tonal Music]

MU 309 Advanced Composition I (Fall)
The focus of this will be composing for the piano. In addition to writing original music for solo piano, we will investigate the possibilities of the piano in chamber music situations and make short reductions for solo piano or piano within a small ensemble, of works originally scored for different instruments. As usual, creativity is stressed. We will address practical necessities, theoretical concerns, and some aesthetic considerations that arise from your work. Pieces will be read and recorded by a concert pianist. The reading will take place at the end of the semester. The course will also have ear-training and analytical components, and you will be required to attend a number of performances and workshops. (MU 209 and MU 210 or approval of instructor) (Ms. Tan)

[MU 310 Advanced Composition II]

[MU 320 Sounds and Signs]

[MU 323 Music of the Classical Period]

[MU 331 History of Opera]

MU 360 Contemporary Music (Spring)
This course offers an in-depth study of musical modernism, with particular emphasis on the European scene before 1945 and on American music since 1945. It explores the concepts of "modernism" and "postmodernism," considers the idea of "comprehensibility" in music, investigates the relationship between music and other forms of artistic expression (including dance), and examines the forces that lie behind the music of the 1990s. Featured European composers include Stravinsky, Debussy, Schoenberg, Satie, members of Les Six, Weill, Varèse, Messiaen, Boulez, Berio, and Schnittke; and (from America) Antheil, Gershwin, Cage, Babbitt, Riley, Reich, Oliveros, Branca, and Zorn. Coursebooks are Glenn Watkins, *Pyramids at the Louvre: Music, Culture and Collage from Stravinsky to the Postmodernists*, and William Duckworth, *Talking Music. Con-*

versations with John Cage, Philip Glass, Laurie Anderson, and Five Generations of American Experimental Composers. (Not open to first-year students or sophomores except by approval. Prior experience of music and/or dance is assumed. Ability to read music notation is not required.) (Mr Milsom)

MU 410 Seminar in Composition (Fall)
We will discuss a variety of issues arising from major works of the music literature and related compositional, analytical, and aesthetic commentaries. The works will be chosen and discussed with an eye towards providing a context for your own music making, particularly senior work in progress. Senior work itself will be an additional focus of the class, with an opportunity for class and individual feedback during several stages of your work, and exploration of issues that arise from it. Significant portions of the class will be devoted to advanced ear-training, musical analysis, and critical discussion of texts concerning composition and composers, aesthetics, contemporary music in general, and the place of these subjects in the music industry. (Ms. Tan)

MU/IS 458 The Aesthetic Principles of Musical Theatre in Asia and Western Europe (Spring)
See International Studies listing for full description. This course is equivalent to IS 458 and IT 458. Register for this course under IS 458. (Mr. Castonuovo and Ms. Tan.)

MU 500 Independent Study (Fall, Spring)
Admission by approval.

MU 600 Independent Study (Winter)
Admission by approval.

MU 704 Senior Work (Fall, Winter, Spring)
Senior work is required of all music majors and joint majors. Projects may be in history, composition, theory, or performance, and should culminate in a written presentation, a public performance, or a combination of the two. Preliminary proposals for senior work must be made by April 1 of the junior year. Admission by approval.

PROGRAM IN STUDIO ART

Professors: David Bumbeck, Jim Butler, Eric Nelson ; *Associate Professor:* John Huddleston; *Visiting Assistant Professor:* Suzanne Bocanegra; *Artist-in-Residence:* Dawn Clements (spring term)

The studio art curriculum offers a comprehensive educational experience to liberal arts undergraduates. Its overall objective is to train students to think, question, and make qualitative judgments about themselves, their world, and the culture they will inherit. A balanced faculty of professional artists is committed to close individualized instruction. We teach the techniques of drawing, painting, printmaking, photography, video, and sculpture. Augmenting our core curriculum are semester courses offered by artists-in-residence. Studio art welcomes those who wish only to sample the experience of art making and those who desire a more in-depth study of the artistic process, as well as students who wish to commit themselves to studio art as a major in the liberal arts context.

Required for the Major: AR 159 and AR 160 (Studio Art I and II); two art history courses; plus eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that there will be expenses for materials beyond those supplied by the Program in Studio Art. For estimates, consult the instructors of the courses you are considering.

Minors in Studio Art: AR 159, AR 160, four courses at the 300 level or higher.

Honors: Categories of honors are based upon cumulative departmental averages as follows: honors, 3.1 or higher; high honors, 3.5 or higher; highest honors, 3.7 or higher.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the studio art program.

AR 159 Studio Art I: Drawing (Fall)
A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior nonmajors will be assigned unfilled spaces only after art majors have been accommodated. Each section limited to 20 students. **ART** (Mr. Butler, Mr. Huddleston, Mr. Nelson)

AR 160 Studio Art II: Sculpture, Painting, Video (Spring)
A continuation of AR 159, which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint. Mr. Huddleston's section of this course will substitute a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all art majors and minors. (AR 159 is suggested preparation for this class but is not required.) **ART** (Ms. Bocanegra, Mr. Bumbeck, Mr. Huddleston, Mr. Nelson)

AR 309 Painting (Fall)
Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students. (AR 159 and AR 160) **ART** (Mr. Butler)

AR 310 Painting (Spring)
A continuation of AR 309. **ART** (Ms. Bocanegra)

AR 315 Printmaking (Fall)
Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome

imagery augmented by extensive slide lectures, providing the student with a thorough background in recent developments in the intaglio medium. Limited to 15 students. (AR 159 and AR 160) **ART** (Mr. Bumbeck)

AR 316 Printmaking (Spring)
Continued instruction in the intaglio medium, incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. **ART** (Mr. Bumbeck)

AR 319 Sculpture (Fall)
An introduction to the fundamental principles and techniques of sculpture in both traditional and contemporary practice. Instruction will include modeling, mold-making, casting, and construction in wood, metal, and mixed materials in figurative and nonfigurative forms of expression. Limited to 15 students. (AR 159 and AR 160) (Mr. Nelson)

AR 320 Sculpture (Spring)
A continuation of AR 319. Students will pursue expression in three-dimensional form with an emphasis on the issues of size and scale while exploring new techniques and concepts. (Mr. Nelson)

AR 327 Photography (Fall)
An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. (AR 159 and AR 160 or two semesters of video production, TH 135, TH 235, Sight and Sound I and II). Limited to 15 students. (Mr. Huddleston)

AR 328 Photography (Spring)
A continuation of AR 327. (Mr. Huddleston)

AR 332 Figures in Space: Melodrama and Meaning in Drawing (Spring)
In this course the practice of figure drawing will be combined with an examination of the genre of melodrama in visual art, film, literature and theory. Students will look into their own personal histories to produce narrative drawings in which form and meaning, style and content, figure, space and still life will be considered. Classes will consist of figure drawing, independent studio projects, screenings, readings and discussions. **ART** (Ms. Clements)

AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. (Admission by portfolio review the week prior to registration, and recommendation of resident faculty member is required.) (staff)

AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)
Three terms of supervised independent work. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. (Admission by portfolio review the week prior to registration and recommendation of resident faculty member is required.) (staff)

GUIDELINES FOR INDEPENDENT WORK IN STUDIO ART

Under no circumstances will a student be allowed to register for AR 520 or AR 720 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics, or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

Independent work can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. For independent work each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire studio art faculty. Students must indicate their previous experience in the study of studio art, the precise nature of the project, and the work that will result from their semester's endeavor. All students enrolled in AR 520 or AR 720 must keep Wednesday evenings free for bimonthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

THEATRE, DANCE, AND FILM/VIDEO

Professors: Andrea Olsen, Ted Perry, Richard Romagnoli, Douglas Sprigg (on leave); *Associate Professors:* Mark Evancho, Cheryl Faraone, Arthur St. Leger Grindon (on leave); *Assistant Professors:* Jule Emerson, Anne Morey, Jeffrey Ruoff; *Assistant in Instruction:* Peter Schmitz; *Lecturers:* Penny Campbell, Donald Mitchell; *Visiting Lecturers:* Deborah Ellis, Christopher Marshall (fall), Claudio Medeiros (fall), James Petosa (spring), Dana Yeaton; *Technical Director:* Allison Rimmer; *Assistant Technical Directors:* James Dougherty, Wendel Jacobs; *Lighting Designer and Technical Director for Dance:* Jennifer Ponder; *Costume Director:* Linda Waters

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue, depending on their area of focus, some combination of acting, directing, design, playwriting, dramatic literature, dance, film/video studies, screenwriting, or video-making.

Required for the Major: All majors take the following course: Independent Project (TH 500 Dance, TH 507 Film/Video, TH 701 or TH 705 Theatre). In addition to this, students majoring in this department will focus in theatre, dance, or film/video.

THEATRE

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre emphasis guides students toward an integrated understanding of all aspects of the theat-

rical experience while sharpening their creative and analytic skills as actors, directors, designers, playwrights and/or critics/historians. Students choosing theatre will take The Creative Process (AD 116), Acting I: Beginning Acting (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one course in design to be determined in consultation with their adviser, and senior independent work (TH 701 or TH 705). In addition, students will choose one of the following tracks: acting/directing; design/production; or dramatic literature, theory, and criticism.

Acting/Directing Track: Students choosing the acting/directing track will take two courses in dramatic literature/history (see below), one of which must have a TH prefix, and four courses in performance (see below), to be determined in consultation with their adviser.

Design/Production Track: Students choosing the design/production track will take HA 110, HA 111, and four courses in design (see below), to be determined in consultation with their adviser.

Dramatic Literature, Theory, and Criticism Track: Students choosing the dramatic literature, theory, and criticism track will take Playwriting I (TH/EL 218). The remaining five courses include: two additional dramatic literature courses with a theatre prefix and three other courses (to be selected in conjunction with the student's adviser) from among the following in literature, theory, and criticism: Greek Tragedy (CL 152), Modern British Drama: 1890-1950 (EL 229), Contemporary British Drama: 1950-Present (EL 230), Restoration and Eighteenth-Century Drama (EL 306), Seventeenth- and Eighteenth-Century English and European Drama (EL/LS 308), Modern Drama (EL/LS 310), Shakespeare's Comedies and Romances (EL 319), Shakespeare's Tragedies and Histories (EL 320), Shakespeare (EL 321), Aesthetics: Philosophy and Film (PA/TH 331), Introduction to Literary Theory and Criticism (CS/LS 360), or Seminar: Shakespearean Tragedy (EL 421).

Course Categories:

Drama/History: Contemporary Women Playwrights (TH/WG 206), Contemporary British Playwrights: The Second Wave (TH 208), American Drama (TH 216), Modern Drama (TH 226), Shakespeare (EL 319, EL 320, or EL 321), History of Western Drama (TH 326), Independent Project (TH 505/701/705)

Performance: Acting II: Voice/Body for the Actor (TH 202), Production Studio: Acting/Directing (TH 210/220)*, Playwriting I (TH 218), New Plays: Playwrights and Directors (TH 228), Acting III: Scene and Monologue Study (TH 302), Directing II: Problems in Directing (TH 324), Acting IV: Styles of Acting (TH 402), Special Topics: Production Company (TH 404)*, Independent Project (TH 505/701/705)

**Only one*

Design: Visual Creativity for the Stage (TH 101), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Western Dress (TH 125), Costume Design I (TH 205), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 119/129)*, Independent Project (TH 505/701/705)

**Only one*

The Theatre Minor: The theatre minor consists of six courses, as follows: TH 101 Visual Creativity for the Stage; TH 102 Acting I: Beginning Acting; AD 116 The Creative Process; one production studio course; and any two dramatic literature courses with a theatre prefix, one of which must be at the advanced level.

The Theatre Acting/Directing or Dramatic Literature/Theory Joint Major: Students choosing the acting/directing or dramatic literature/theory tracks as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one design course (see listings above), one additional performance or literature course (see listings above), and Senior Independent Project (TH 701).

The Theatre Design Joint Major: Students choosing the design track as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), two design courses (see listings above), and Senior Independent Project (TH 701).

DANCE

Central to the dance focus is the development of the creative artist through critical study and regular practice in contemporary dance techniques, improvisation and choreography, history, theory, experiential anatomy and kinesiology, and performance. Individual talents and interests will draw a student toward advanced study/application of dance in many possible areas within the department and/or broader College curriculum. The dance major is designed to provide a solid and extensive base of intellectual and experiential expertise in dance, applicable widely, as well as necessary flexibility to accommodate individual educational goals.

Core courses required for dance are: The Creative Process (AD 116), Dance History (TH 284), Anatomy and Kinesiology (TH 276), three terms of technique at or above the 200 level, an independent project (TH 500, normally undertaken in the second semester of the junior year or as a senior), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Three other courses at the 200 level or above are carefully selected in consultation with a dance faculty adviser to complete the major and deepen expertise in the dimension of dance study appropriate to the individual student. Suggested are courses in history of art and architecture, creative writing, music, theatre, design, or film/video. A 700-level independent project may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 200 level (TH 260, TH 261, TH 360, TH 361, TH 380, TH 381); (2) TH 276 Anatomy and Kinesiology or TH 277 Body and Earth; (3) TH 284 Dance History or TH 279 Movement Intentionality for the Stage; (4) one additional course from theatre, dance, and film/video course listings.

FILM/VIDEO

Film and video are viewed in a broad cultural context and as independent art forms. Some course offerings stress the historical and critical study of film, television, and video, while other courses provide opportunities for making films (using video) and for writing screenplays. Students who select a film/video focus take Film Form and Film Sense (TH 130), the Junior/Senior Seminar (TH 332), and one course in indepen-

dent work (TH 507), as well as Sight and Sound I (TH 135) or Screenwriting (TH/EL 240) and Film History (TH 231) or Masterworks of American Cinema (TH 233), as well as one of the following: Modern Art and Modern Film (TH/HA 340), History of Video (TH 333), Documentary (TH 232), Contemporary Chinese Cinema (TH 250), or Japanese Cinema (TH 237). In addition, majors select three additional film/video courses taught within the department during a regular term, and at least one of these courses must be a film/video study (history, criticism, theory) course. Three cognate courses are also required for film/video; they must be selected from among a list of preapproved courses, which is available in the film/video office. These courses are chosen from among the College's regular offerings (200 level or above) in history, history of art and architecture, political science, literature, theatre, literary criticism, aesthetics, and American civilization.

The Film-Video Joint Major: The plan for major study of joint majors is negotiated between the student and the two departments in which the joint program of study is pursued. The general standard includes seven courses from each of the departments constituting the joint major **and** a senior or independent project which incorporates aspects from both fields of study for a minimum combined total of 14 fall and spring courses plus the senior project. For the joint major the independent project [TH 507] must combine aspects of both majors and in most cases will require approval, supervision and evaluation from both departments. Below are recommended courses to be considered in preparing a joint major proposal in film/video. Joint majors in film/video take seven courses plus an independent project which generally include four of the following: TH 130, TH 231 or TH 233, TH 232 or TH 237 or TH 250 or TH 330 or TH 333, TH 332 plus one of the following options depending upon the nature of your TH 507 independent project. For TH 507 in video production: TH 135 & TH 235 & TH 240; for TH 507 in screenwriting: TH 135 & TH 240 & TH 341; or for TH 507 in critical writing: three film/video courses in critical study, at least two of which must be at the 200 level. If there is a course related to the subject of your critical study, you should complete that before the study is initiated. **Restrictions**: Joint majors in film/video may only carry one joint department as a companion to film/video. That is, they may be a film/video and English joint major, but they cannot be a film/video and English and theatre joint major. Joint majors may not do independent projects in both major areas, but must combine their study in both areas into ***a single independent project.*** In the special case of an honors project, more than one project may be accepted.

Honors for the Joint Major: Normally joint majors are not eligible for honors. In special cases to be determined collectively by the film/video faculty, joint majors may be considered for a 700 honors project if they have received an A- or better on their 500 project.

The Film/Video Minor: The film/video minor consists of five courses, as follows: (1) TH 130 Film Form & Film Sense; (2) TH 231 Film History or TH 233 Masterworks of American Cinema; (3) three additional courses above the 200 level at least one of which must be at the 300 level or above.

DEPARTMENTAL HONORS

Theatre: honors, high honors, or highest honors are awarded to graduating seniors in the theatre program based upon their grade point average in departmental and cognate courses, the quality of their senior independent project, and overall distinction in the department. Normally only full majors will be eligible for high or highest honors.

Dance: honors, high honors, or highest honors are awarded to graduating seniors in the dance program based upon a grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 500 independent project, and overall distinction in the department. Normally only full majors will be eligible for highest honors.

Film/Video: honors, high honors, or highest honors are awarded to graduating seniors in the film/video program based upon grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 707 independent project, and overall distinction in the department.

COLLEGE WRITING PROGRAM

TH/WG 206 Contemporary Women Playwrights, TH/EL 218 Playwriting I, TH/EL 240 Screenwriting Workshop I, TH 284 Dance History, and TH/EL 341 Screenwriting Workshop II fulfill the College writing requirement.

DIVISIONAL COURSES

AD 116 The Creative Process (Fall, Spring)
See beginning of Arts Division section for description.

DEPARTMENTAL COURSES

TH 500 Intermediate Independent Project (Fall, Winter, Spring)
In consultation with their advisers, dance majors will propose a TH 500 Intermediate Independent Project. Proposal forms approved by the student's adviser will be submitted to the program by April 15 of the preceding term for those wanting credit in the fall term, by October 15 for those wanting credit in the winter term, and by November 1 for those wanting credit in the spring term. Projects will conform to the guidelines which are available in the dance offices. (staff)

TH 505 Intermediate Independent Project (Fall, Winter, Spring)
In consultation with their advisers, theatre majors may propose a TH 505 Intermediate Independent Project. Proposal forms approved by the student's adviser will be submitted to the program by March 15 of the preceding term for those wanting credit in the fall term, and by October 1 for those wanting credit in the winter or spring terms. Projects will conform to the guidelines that are available in the theatre office. Students are required to attend a weekly TH 505 seminar. (fall: Mr. Romagnoli; spring: Ms. Faraone)

TH 507 Advanced Independent Work in Film/Video (Fall, Winter, Spring)
All film/video majors are required to undertake independent work involving the making of a video (only available in winter or spring), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office, along with a list of prerequisites. (staff)

TH 700 Senior Independent Project (Fall, Winter, Spring)
Dance majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements. (staff)

TH 701/705 Senior Project (Fall, Winter, Spring)
Senior work is required: Theatre joint majors must take TH 701 as their senior independent work, while full-theatre majors who have successfully completed a TH 505 project have the option of proposing to undertake a TH 705 project. The deadlines for submitting proposals are the same as those indicated for TH 505 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements. Students are required to attend a weekly TH 701/705 seminar. (fall: Mr. Romagnoli; spring: Ms. Faraone)

TH 707 Senior Independent Work in Film/Video (Fall, Winter, Spring)
Film/video majors who have a A- average in film/video courses and who complete TH 507 with a grade of A- or better, and who wish to be considered for graduation honors, may apply to undertake independent work in film/video involving the making of a video (winter and spring only), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office. (staff)

THEATRE COURSES

TH 101 Visual Creativity for the Stage (Fall)
The study of artistic principles as they apply to all artists in theatre, dance, and film/video. Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in design are intended to stretch the student's research ability, artistic imagination, critical-analysis, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. Up to 35 hours of production lab work will be required for the course. (First- and second-year students only, by approval) **ART** (Mr. Evancho)

TH 102 Acting I: Beginning Acting (Fall, Spring)
Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First- and second-year students only; approval required.) **ART** (fall: Mr. Marshall, Mr. Medeiros; spring: Mr. Romagnoli, Mr. Petosa)

TH 111 Scenic Design I (Fall)
Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects will introduce the student to sketching, painting, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course. **ART** (Mr. Evancho)

TH 113 Lighting Design I (Spring)
This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course. **ART** (Mr. Evancho)

[TH 125 History of Western Dress]

[TH 202 Acting II: Voice/Body for the Actor]

TH 205 Costume Design and Figure Illustration I (Fall)
This introductory course will explore the art and practice of costume design for the theatre, including the psychology of dress, character and playscript analysis, production concept development, costume research, figure drawing, fabric considerations, and costume production. (No prior drawing experience is assumed or expected.) **ART** (Ms. Emerson)

TH/WG 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (CW) (Spring)
The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, Australian, and European playwrights of the 1970s and 1980s. Authors to be explored include Maria Irene Fomes, Caryl Churchill, Pam Gems, Wendy Kesselman, Corinne Jacker, and others. The playwrights' concerns range from the domestic to the apocalyptic, and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationships to the culture and to the art form. (Ms. Faraone)

TH 208 Contemporary British Playwrights: The Second Wave (Spring)
This course will explore Great Britain's controversial theatrical movement, beginning in the late sixties, which came to be known as "The Fringe." Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the Fringe theatre movement and its influence on the more traditional theatrical establishment. (Mr. Romagnoli)

TH 214 Directing I (Fall, Spring)
As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and by waiver) (fall: Mr. Romagnoli; spring: Ms. Faraone)

[TH 216 American Drama: Contemporary Playwrights]

TH/EL 218 Playwriting I (CW 15) (Fall)
Playwriting differs from the writing of fiction in its assumption of the three-dimensional reality of performance. This course will examine the demands and challenges of writing for the stage through exercises, class readings, and discussions leading to a draft of a one-act play. Students will also explore collage work, documentary drama, and collectively created text. (An introductory writing course, an introductory theatre course, or by waiver) (Mr. Yeaton)

[TH 221 Scenic Design II]

TH 223 Lighting Design II (Spring)
This upper-level course is designed for the very serious student interested in light design. The course offers hands-on experience in the studio lab, studying the relationship of the conceptualization and the organization of a light design for the 3-D stage environment. (TH 113 and by waiver) (Mr. Evancho)

[TH 226 Modern Drama]

[TH/EL 228 New Plays: Playwright and Director]

TH 302 Acting III: Scene and Monologue Study (Spring)
Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I and Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and TH 202 or TH 102 and approval) (Mr. Petosa)

TH 306 Twentieth-Century Performance Aesthetics (Fall)
An intensive exploration of the evolution of the theory and practice of theatrical experimentation in the twentieth century. Starting with the early challenges to Stanislavskian naturalism manifested in the work of Meyerhold, Craig, Brecht, and Artaud, the course will examine how these challenges influenced theatrical innovation throughout the century. Students will write papers and do presentations on the work of such artists as the Becks, Grotowski, Brook, Chaikin, Schechner, Akalitis, and Peter Schumann. Questions about the nature of Modernism and the relationship between art and reality will guide an exploration of the performance aesthetics that have dominated this century. (AD 116) (Ms. Faraone)

[TH 324 Directing II: Problems in Directing]

TH 325 Costume Design and Figure Illustration II (Spring)
Continued instruction in costume design and figure illustration. Design projects will focus on the further development of individual student's graphic and conceptual abilities. Screenings and performances will be used to enchance the exploration of design aesthetics. (TH 205 or approval) (Ms. Emerson)

[TH 326 History of Western Drama]

TH 402 Acting IV: Styles of Acting (Spring)
The course will expose students to the rigorous physical, vocal, mental, and emotional demands of non-naturalistic acting, beginning with the Greeks, continuing through Shakespeare, Restoration, the eighteenth century, and ending with contemporary absurdist playwrights. Emphasis is first upon an intellectual understanding of the texts, then upon their fullest physical, vocal, and emotional expression. The course is designed for those who have had some prior stage experience. (TH 102 and an additional performance course) (Ms. Faraone)

[TH 412 Special Topics: Ensemble Theatre and Self-Generated Work]

[TH 425 Special Topcs: Costume Design for Actors and Directors]

[TH 435 Special Topics: Specialized Costuming Techniques]

PRODUCTION STUDIOS

TH 119 Fall Production Studio: Design/Production (Fall)
(Formerly TH 219) In preparing two fully produced theatrical productions for the stage (*Our Town* and *She Loves Me*), students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) **ART** (Mr. Evancho)

TH 129 Spring Production Studio: Design/Production (Spring)
(Formerly TH 229) In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking

of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) **ART** (Mr. Evancho)

TH 210 Fall Production Studio: Acting/Directing (Fall)
The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play (Either *Our Town* or *She Loves Me*). Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Approval required.) **ART** (Mr. Medeiros, Ms. Faraone)

TH 220 Spring Production Studio: Acting/Directing (Spring)
The cast, stage manager, and assistant director work as part of a company, interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Approval required.) **ART** (Mr. Romagnoli, Mr. Petosa)

[TH 404 Special Topics: Production Company]

DANCE COURSES

TH 160 Introductory Dance (Fall, Spring)
An entry-level dance course introducing movement techniques, improvisation/composition, performance, experiential anatomy, and history of twentieth-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. **ART** (fall: staff; spring: Ms. Campbell)

TH 161 Advanced Beginning Dance I (Fall, Spring)
TH 161 provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical expertise. (TH 160 and admission by waiver) **ART** (fall: Ms. Campbell; spring: Ms. Olsen)

TH 162 Advanced Beginning Dance II (Fall, Spring)
Continuation of TH 161. (TH 161 and admission by waiver) (fall: Ms. Campbell; spring: Ms. Olsen)

[TH 260 Intermediate/Advanced Dance I]
ART

[TH 261 Intermediate/Advanced Dance II]
Continuation of TH 260 (Ms. Olsen)

TH 276 Anatomy and Kinesiology (Spring)
An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students.) **ART** (Ms. Olsen)

TH 277 Body and Earth (Spring)
How does our relationship with our body affect the way we interact with the world around us? This course focuses on the connection between the human body and the environment, specifically through study of the perceptual, neuromuscular, fluid, and respiratory systems. Weekly outdoor sessions, essays by contemporary nature writers and scientists, and creative writing assignments about sense of place encourage synthesis of personal experience with factual information. **ART** (Ms. Olsen)

TH 284 Dance History (CW) (Fall)
A seminar focusing primarily on the emergence and development of twentieth-century American concert dance—especially modern and post-modern dance forms—from the confluence of European folk and court dance, African and Caribbean influences, and other American cultural dynamics. We will look at ways in which dance both responds to and creates its cultural milieu. Readings, video, and live performance illuminate the artistic products and processes of choreographers whose works mark particular periods or turning points in this continuously unfolding story. Additional goals are to support informed critical articulations and an understanding of the complexity of dance as art. **ART** (Ms. Campbell)

TH 360 Intermediate/Advanced Dance III (Fall)
Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. (staff)

TH 361 Intermediate/Advanced Dance IV: Performance Improvisation (Spring)
Continuation of TH 360 (Ms. Campbell)

TH 380/381 Dance Company of Middlebury (Fall, Spring)
The dancers work with the artistic director and guest choreographers as part of a dance company, learning, inter-

preting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in departmental technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition.) (Mr. Schmitz)

[TH 400 Special Topics in Dance]

FILM/VIDEO COURSES

TH/AC 130 Film Form and Film Sense (Fall)
The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Readings and papers required. **ART USA** (Ms. Morey)

[TH/AC 132 The American Horror Film]

[TH/AC 134 American Film Genres]

TH 135 Sight and Sound I (Spring)
The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects, which require that they learn the rudimentary techniques for organizing images and sounds in ways that convey information and express feelings. (Priority given to first- and second-year students.) **ART** (Mr. Perry)

TH/AC 231 Film History (Fall)
The course will survey the development of the cinema by screening influential works by distinguished filmmakers such as Griffith, Eisenstein, Lang, Renoir, Mizoguchi, Kubrick, etc. The course will emphasize the medium as an evolving art form and bear in mind the influence of technology, economic institutions, and the political and social context in which the films were produced and received. Screenings, readings, written reports. **ART** (Mr. Ruoff)

[TH 232 Documentary: Art of the Nonfiction Film]

TH/AC 233 Masterworks of American Cinema (Fall)
If cinema is to be considered an art form, then there must be films that justify this claim. In this course we will study a select group of such films and make the argument for them as works of art. Ford, Wyler, Scorsese, Welles, Coppola, Chaplin, Keaton, Wilder, Hawks, and Hitchcock are among the directors whose films will be studied. Screenings, readings, and written reports. **ART USA** (Mr. Perry)

TH 235 Sight and Sound II (Fall)
Students explore narrative, experimental, and documentary production. Emphasis will be placed upon thorough preproduction planning, expanded understanding of cameras and audio, and digital editing. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding, independently produced work. (TH 130 and TH 135 required; priority given to first- and second-year film/video majors.) (Mr. Ruoff)

TH/AC 236 Television & American Culture (Spring)
This course examines the ways in which television is embedded in American life by exploring the relationship between television and certain enduring tensions in American culture. Televangelism, for example, affords a window on the place of religion in American culture in the age of mass media; and as a particular type of consumer appliance, television has had profound effects on the American family and gender relations. Our investigation will range over the past half century and a variety of genres in order to consider how television reveals and sometimes disguises our national preoccupations. **SOC USA** (Ms. Morey)

TH/JA 237 Japanese Film (Fall)
See Japanese Department for course description.

[TH/AC 238 Film Noir]

[TH/EL 239 The Cinema of Alfred Hitchcock]

TH/EL 240 Screenwriting Workshop I (CW 12) (Fall)
This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements—character, setting, point of view, plot, and theme—will be discussed in light of the special characteristics of film as a narrative medium so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (Approval required course with limited enrollment; see instructor prior to registration.) **ART** (Mr. Mitchell)

[TH 241 French Cinema]

[TH/AC 242 Film Comedy]

[TH 243 Boxer in Hollywood Film: Archetype and Genre]

TH 244 International Cinema: History, Memory, WWII (Spring)
Through viewings and close analysis of classic international films, this course will explore historical representations of the Second World War. We will consider how the war has been remembered and interpreted in the films of different European, Asian, and Middle Eastern countries. In addition to examining expressions of competing political ideologies and the ways in which the conflict transformed national film industries, the course will focus on postwar representations of the Holocaust and the atomic bombings. Films shown will be mostly works of fiction by internationally recognized directors, but may also

include documentaries and animated films. (Priority given to first- and second-year students.) 3 hrs. lect/disc. **ART SOC** (Mr. Ruoff)

TH/CS 250 Contemporary Chinese Cinema (Spring)
See Department of Chinese listing for description. **ART OTH** (staff)

[TH/GN 314 German Cinema]

TH 332 Junior/Senior Seminar: *La Nouvelle Vague*: Fiction and Documentary (Spring)
An exploration of selected films by French new wave directors Jean Rouch, Alain Resnais, Agnès Varda, Chris Marker, and Jean-Luc Godard, with emphasis on relationships between fiction, documentary, and reality. We will consider these works in relation to aesthetic, cultural, and political developments in France, principally in the 1950s and 1960s. We will also examine the role of French film criticism, in particular the journal *Cahiers du cinéma*, and the importance of alternative exhibition circuits such as the Cinémathèque Française. (TH130 required, plus TH 231 or TH241 or FR341 or by waiver) **ART** (Mr. Ruoff)

TH/HA 340 Modern Art and Modern Film (Spring)
The connections between modern art and film are examined in relation to the major aesthetic movements of this century: Constructivism, futurism, surrealism, Dada, cubism, abstract expressionism, pop, and minimalism. Readings, screenings, research papers. (HA202, or HA308, or TH 130) (Mr. Perry, Ms. Powell)

TH/EL 341 Screenwriting Workshop II (Spring)
Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will focus primarily on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (Approval required course with limited enrollment; see instructor prior to registration. TH240 required as prerequisite.) **ART** (Mr. Mitchell)

HUMANITIES

Humanities Professors: James West, Christopher K. Wilson

Classical Studies Program

Whereas the classics major requires that students master two ancient languages, a student majoring in classical studies masters one of the classical languages and pursues a wider range of courses in classical civilization. The classical studies program is designed to offer a broad, rigorous, general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, history of art and architecture, philosophy, political science, and religion.

Honors: B average or better in courses taken for the major and B+ or better in the senior seminar and the general examination. (Note: A student who does an optional Senior Essay, CL 700, or Independent Senior Project, CL 505, may offer that grade in lieu of the grade in CL 420 for the calculation of departmental honors.)

Required for the Major in Classical Studies:

A. The following:

1. CL 150 The Ancient Epic
2. CL 131 Archaic and Classical Greece or
   CL 151 Introduction to Ancient Greek Literature or
   CL 152 Greek Tragedy or
   CL 175 Greek Philosophy
3. CL 132 History of Rome or
   CL 140 Augustus and the World of Rome or
   CL 141 Masterpieces of Roman Literature or
   CL 142 Roman Political Theory

B. Five additional courses in classical studies chosen from the following:

CL	121	Classical Tradition of Liberal Arts and Sciences
CL	131	Archaic and Classical Greece
CL	132	History of Rome
CL	140	Augustus and the World of Rome
CL	141	Masterpieces of Roman Literature
CL	142	Roman Political Theory
CL	151	Introduction to Ancient Greek Literature
CL	152	Greek Tragedy
CL	175	Greek Philosophy
CL	331	Problems in Ancient History: Sparta and Athens
CL	332	Problems in Ancient History: Roman Law
HA	213	Roman Art and Archaeology
HA	221	Greek Art and Archaeology
HA	311	Hands-on Archaeology: Theory and Practice
HA	312	Greco-Roman Painting
PA	201	Ancient Greek Philosophy
PA	302	Plato
PA	303	Aristotle
PS	101	Introduction to Political Science
PS	317	Classical Political Philosophy
PS	409	Seminar in Political Philosophy
RE	287	Greco-Roman Religions

C. Four courses in Greek or four courses in Latin chosen from:

CL	101	Beginning Latin
CL	202	Intermediate Latin
CL	103	Beginning Greek
CL	204	Intermediate Greek
CL	301	Latin Prose
CL	302	Latin Poetry
CL	303	Greek Prose
CL	304	Greek Poetry
CL	401	Readings in Latin Literature I
CL	402	Readings in Latin Literature II
CL	403	Readings in Greek Literature I
CL	404	Readings in Greek Literature II
CL	501	Advanced Readings in Latin I
CL	502	Advanced Readings in Latin II
CL	503	Advanced Readings in Greek I
CL	504	Advanced Readings in Greek II

D. CL 420 Seminar in Classical Literature

E. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies

Optional: CL 700 Senior Essay (fall/winter or winter/spring); CL 505 Independent Senior Project (fall or spring). (***Note:*** Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

For complete descriptions of the courses listed above, see listings under the appropriate departments.

CLASSICS

Professor: Eve Adler (on leave 1999-2000), Robert Schine; *Associate Professors:* Marc Witkin (Chair); *Assistant Professors:* Jane Chaplin, Randall Ganiban, Pavlos Sfyroeras.

The Department of Classics' core of lecture courses and seminars offers an introduction to the major works of Greek and Roman literature, history, and philosophy, studied in English translation. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses in those languages are devoted to the close study of major literary, philosophical, and historical texts in the original.

Required for the Major in Classics:
A. Ten courses in two languages: Greek, Latin, or Hebrew (normally six in one language and four in another) including one senior seminar (CL 420). Students choosing Hebrew as one of the two languages must take four courses in Hebrew and six in either Latin or Greek and, in place of CL 420, either RE 280 Studies in Hebrew Bible/Old Testament, or RE 180 Introduction to Bible.
B. CL 150 The Ancient Epic
C. Two additional courses in classics in translation, one from each of the following categories:

1. CL 131 Archaic and Classical Greece or CL 151 Introduction to Ancient Greek Literature or CL 152 Greek Tragedy or CL 175 Greek Philosophy

2. CL 132 History of Rome or CL 140 Augustus and the World of Rome or CL 141 Masterpieces of Roman Literature or CL 142 Roman Political Theory

D. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CL 700 Senior Essay (fall/winter or winter/spring), CL 505 Independent Senior Project (fall or spring). (Note: Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar (CL 420) and in General Examination. (Note: A student who does an optional senior essay or independent senior project may offer that grade in lieu of the grade for CL 420 for the calculation of departmental honors.)

Required for the Minor in Classics:
Latin: Five courses in Latin
Greek: Five courses in Greek
Hebrew Studies: (I) Four semesters of Hebrew; plus (II) Either RE 160 The Jewish Tradition, or RE 280 Studies in Hebrew Bible/Old Testament, or a fifth semester of Hebrew (CL 405)
Classical Civilization: Five courses, as follows: three or more courses chosen from CL 121, CL 131, CL 132, CL 140, CL 141, CL 142, CL 150, CL 151, CL 152, CL 175, CL 331, CL 332, and CL 420 or CL 450 (or both)
Classical Language and Civilization: Five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CL 121, CL 131, CL 132, CL 140, CL 141, CL 142, CL 150, CL 151, CL 152, CL 175; and one or more courses chosen from CL 331, CL 332, CL 420, CL 450

COURSES IN ENGLISH

[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
LIT PHL EUR Next offered spring 2001.

[CL/HI 131 Archaic and Classical Greece]
HIS LIT EUR Next offered Fall 2000.

CL/HI 132 History of Rome (CW) (Fall)
This course will study Roman history from its origins to Constantine. Particular emphasis will be on the unique characteristics of Roman society, the rise and influence of imperialism, the transition from Republic to Empire, the role of Rome as a Mediterranean power, and the emergence of Christianity. Readings will focus on the ancient sources, all in translation; authors include Livy, Polybius, Plutarch, Sallust, Tacitus, and Eusebius. **HIS LIT EUR** (Ms. Chaplin)

CL 140 Augustus and the World of Rome (Spring)
In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Seutonius, and *I, Claudius*. **LIT HIS EUR** (Mr. Ganiban)

CL 141 Masterpieces of Roman Literature (Fall)
This course will introduce students to some of the greatest and most enduring literary works of Rome. We will start with the comedies of Plautus and Terence and ask why Roman literature begins quite suddenly by reworking the literature of Greece. Through readings of Catullus, Caesar, Sallust, Vergil, Ovid, Seneca, and others, we will then examine how Rome came to develop a literature of its own that could rival the best works of the Greeks. We will explore many of the fundamental themes of Rome's authors: the nature of political power, the role of "the lover" in a martial society, the problem of moral decline, what it means to be "Roman," among others. **HIS LIT EUR** (Mr. Ganiban)

[CL 142 Roman Political Theory]

[CL 150 Ancient Epic Poetry]
LIT PHL EUR Next offered fall 2000.

CL 151 Introduction to Ancient Greek Literature (CW 15) (Fall)
An introduction to ancient Greek literature through intensive study of selected works of epic poetry, tragedy, comedy, history, and philosophy. These works articulate the distinctions between man and God, civilization and barbarism, freedom and slavery, opinion and knowledge that were the unifying themes of Greek political life and reflection. The course aims to explain how these distinctions underlie the attempt at a universal science of nature and of man that originated in Greece and forms the foundation of Western civilization. Works studied: Homer's *Odyssey*, Herodotus's *History*, Sophocles' *Oedipus the King*, Thucydides' *History of the Peloponnesian War*, Aristophanes' *Birds*, Plato's *Apology of Socrates*. **LIT PHL EUR** (Mr. Sfyroeras)

CL 152 Greek Tragedy (Spring)
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and freedom in fifth century B.C. Athens. The poets' use of mythical protagonists and events to raise timeless questions about the individual, the family, the city, and the gods, and to link these questions to contemporary Athenian imperialism, is elaborated through additional readings from Homer and Thucydides. The course asks why, as democratic Athens found itself forming a tyrannical empire, the tragic poets addressed the problem of self-government through the dramatic representation of a vanished heroic kingship. The course culminates in a reading of Aristotle's *Poetics*. **LIT PHL EUR** (Mr. Witkin)

[CL 175 Ancient Greek Philosophy]
Next offered fall 2000.

[CL/HI 331 Problems in Ancient History: Sparta and Athens]
LIT HIS Next offered spring 2001.

CL/HI 332 Problems in Ancient History: Roman Law (Spring)
The Romans' codification of civil law is often considered their greatest intellectual achievement and most original and influential contribution to the world. This course treats the four main divisions of Roman law (persons, property, obligations, and succession). Great emphasis is placed on the role of law in Roman society. How did the law influence the lives of Roman citizens living under it? How did ordinary Roman citizens shape the law? Students will come to understand the principles of Roman law through actual cases. Designed for students with some background in Roman history and/or literature. **LIT HIS** (Ms. Chaplin)

CL 420 Seminar in Classical Literature (Spring)
Topic: To be announced. Designed for students with some background in Greek and Roman literature, history, or philosophy. (Mr. Sfyroeras).

CL 450 History of Classical Literature (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Designed for students with some background in Greek and Roman literature, history, or philosophy. (Mr. Witkin)

GREEK

[CL 103 Beginning Greek]
LNG Next offered Winter 2001. (staff)

[CL 204 Intermediate Greek]
LNG Next offered Spring 2001. (staff)

CL 303 Greek Prose (Fall)
Readings in major authors. **LNG EUR** (Ms. Chaplin)

CL 304 Greek Poetry (Spring)
Readings in major authors. **LNG EUR** (Ms. Chaplin)

[CL 403 Readings in Greek Literature I]

[CL 404 Readings in Greek Literature II]

CL 503 Advanced Readings in Greek I (Fall)
LNG (Mr. Sfyroeras)

CL 504 Advanced Readings in Greek II (Spring)
LNG (Mr. Witkin)

LATIN

CL 101 Beginning Latin (Winter)
LNG (staff)

CL 202 Intermediate Latin (Spring)
LNG (Mr. Ganiban)

[CL 301 Latin Prose]
EUR

[CL 302 Latin Poetry]
EUR

CL 401 Readings in Latin Literature I (Fall)
(Mr. Ganiban)

CL 402 Readings in Latin Literature II (Spring)
(Mr. Sfyroeras)

[CL 501 Advanced Readings in Latin]

[CL 502 Advanced Readings in Latin II]

CL 601 Advanced Readings in Latin I (Fall)
(staff)

CL 602 Advanced Readings in Latin II (Spring)
(staff)

Hebrew

[CL 105 Introduction to Hebrew]
Next offered winter 2000.

CL 206 Intermediate Hebrew (Spring)
(Ms. Bakhos)

[CL 305 Readings in the Hebrew Bible]
LNG

[CL 306 Readings in Classical Hebrew]

CL 405 Advanced Hebrew Studies I (Fall)
(staff)

CL 406 Advanced Hebrew Studies II (Spring)
(staff)

Senior Courses

CL 420 Seminar in Classical Literature (Spring)
(Mr. Sfyroeras)

CL 505 Independent Senior Project (Fall, Spring)
(staff)

CL 700 Senior Essay for Classics/Classical Studies Majors (Fall, Spring)
(staff)

CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors (Fall)
Seniors taking the General Examination in Classics/Classical Studies (CL 701) must take CL 450 in the fall of their senior year, registering for that course as CL 701. General examinations may be scheduled to take place either at the end of fall term or during winter term by arrangement with the faculty. A grade of B+ or better on the general examination is necessary for departmental honors; the grade for CL 701 that appears on a student's transcript is an average of the grade for course work in CL 450 and his/her grade on the general exam. (Mr. Witkin)

History

Professors: Barbara Bellows (on leave), Travis Jacobs, Marjorie Lamberti, David Macey, John McCardell (President), Paul Monod (Chair), Neil Waters, Don Wyatt; *Associate Professors:* Darien Davis, Elizabeth Endicott, Cassandra Potts, James Ralph; *Assistant Professors:* Ian Barrow, William Hart, Kathryn Morse, Regina Sweeney; *Instructor:* Jacob Tropp; *Humanities Professor:* James West

The Department of History seeks to instill in its majors and in students from other disciplines who sample its offerings the awareness that no effort to make the past meaningful, the present intelligible, or the future conceivable can be divorced from the effort to comprehend change over time. The department encourages the intelligent application of that effort by asking students to regard themselves and their culture as changing entities in a historical continuum, not as the purpose or culmination of the past. Because the culture that surrounds us is rooted in the history of the West, majors are expected to take courses on the European and American past. To develop both a broader perspective on human history and a vantage point from which to reexamine their own past, majors also take courses outside of the geographical confines of the traditional West, and outside of the temporal confines of the last two centuries.

Because the field of history is inherently interdisciplinary, the department makes use of a variety of methodologies in its effort to produce students who can examine, discuss, and write about complex issues with intelligence and lucidity. It emphasizes training in research, critical analysis, writing, and oral expression. These are skills in broad demand in business, government service, international relations, law, and teaching.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one course in each of the following four groups: (a) HI 103 or HI 104; (b) HI 203; (c) a course in European history (which may include Russia/Soviet), but not HI 103 or HI 104; (d) a course in the history of the "non-West": Asia, Africa, Latin America, the Middle East, or Russia/Soviet (the same Russia/Soviet course may not count for both requirements c and d); (2) a reading seminar and a research seminar; (3) a two-semester senior thesis. Two of the 12 courses required for the major must deal primarily with the period before 1800. Winter term senior thesis study will be counted, and one other winter term history course may be counted toward the number of courses necessary for a major in history. With the permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history.

Advanced Placement: An advanced placement (AP) grade of 4 or 5 in a history subject, while supplying two college credits, will substitute for only one course requirement for the history major. An AP grade of 4 or 5 in American history can substitute for HI 203 and HI 204. However, it will still count as only one credit toward the major requirement of 12 history courses. If a student with an AP grade of 4 or 5 wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of 4 or 5 in European history can substitute for HI 104, not HI 103.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Changes in Requirements for the Major Beginning with Class of 2002: In lieu of the specific requirement for 103 or 104 listed above, majors from the class of 2002 and following have a general 100-level course requirement. The requirements for the class of 2002 and following are: Each major must take 12 history courses before graduation, including: (1) at least one but no more than three 100-level courses; (2) HI 203;

(3) at least one course in European history *and* one course in non-Western history taken above the 100-level (European history and non-Western history are defined in the paragraph above, labeled *Required for the Major in History*); (4) a reading seminar and a research seminar; (5) a two-semester senior thesis. Two of the 12 courses required for the major must deal primarily with the period before 1800.

Advanced Placement, Beginning with the Class of 2002: An advanced placement (AP) grade of 4 or 5 in a history subject supplies two college credits, but counts for only one course towards the major requirement of 12 history courses. Beginning with the class of 2002, an AP grade of 4 or 5 in a history subject cannot substitute for taking a 100-level course. An AP grade of 4 or 5 in American history can substitute for HI 203. A student with such an AP grade can take HI 203 for credit, but cannot take HI 204 for credit. A student with such an AP grade who chooses not to take HI 203 will be required to take a 300-level course in American history.

Joint Major: A student who is a joint major in history and another department must take a total of at least eight courses in history, chosen in consultation with a faculty adviser. Cognates are not allowed. A student must take at least one course in two of the three sub-fields (Europe, U.S. and non-Western), and one course in the period before 1800. The choice of courses should depend upon the need to achieve an intellectual coherence and integrity in the student's program. Joint majors must take a reading and a research seminar, and must write a two-term thesis combining the skills of both major disciplines. In many cases, the requirements of a double major are only a little more difficult to fulfill and can prove more intellectually satisfying.

International Studies Majors with Disciplinary Focus in History:

1. A 100-level course (outside the IS core) taken at Middlebury.

2. Two regional courses above the 100 level, other than the 400-level research seminar. If feasible, these should be taken at Middlebury; if not, they can be taken abroad.

3. A course outside the regional focus.

4. A 400-level research seminar normally taken in the junior or senior year. This seminar, which will be in one of the regions covered in the international studies major, must be taken at Middlebury. Students may substitute a two term senior thesis for the research seminar.

Minors in History: I. European history (five courses): (1) HI 103 or HI 104; (2) three of the following: HI 242, HI 243, HI 244, HI 245, HI 246, HI 247, HI 248, HI 253, HI 254, HI 341, HI 349, HI 350; and (3) one reading seminar in European history: HI 401, HI 402, HI 403, HI 404, HI 412, HI 413, HI 415, or HI 416.

II. American history (five courses): (1) HI 203; (2) three of the following: HI 204, HI 362, HI 363, HI 364, HI 365, HI 366, HI 367, HI 368, HI 371, HI 372, HI 373, HI 374, HI 375, HI 376, and HI377 and (3) one reading seminar: HI 405, HI 406, or HI 407.

III. Non-Western (A) Latin American history (four courses): (1) HI 285 and HI 286; (2) one of the following: HI 103, HI 104, HI 105, HI 243, HI 244, or HI 245; (3) HI 410, HI 411, or HI 428; (B) Asian history (five courses): (1) HI 111 or HI 112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HI 101, HI 102, HI 231, HI 232, HI 234, HI 235, HI 236, HI 237, and HI 238; (3) HI 409, HI 414 or HI 418.

Honors: A student must have at least a 3.2 average in history department courses other than the senior thesis, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HI 700).

HI 100-Level Courses

The 100-level courses deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field of history.

HI 200-Level Courses

These are lecture courses that deal with a single cultural or national entity, or a clearly related group of such entities, over a substantial period of time (usually a century or more).

HI 300-Level Courses

These courses, for the most part, are temporally or topically focused courses. Most of them are also lecture courses.

Courses with a 100-, 200-, or 300-level designation generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week. In addition to examinations, these courses usually require a formal paper or its equivalent.

HI 401-430 Reading Seminars

Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority.

HI 430-450 International Studies Seminars

These seminars are "capstone" courses required for the international studies major. They are thematic, interdisciplinary, cross-regional, and team-taught. Students who are not IS majors may take these courses for departmental credit, but they will not normally fulfill the history department major requirement of a 400-level reading seminar.

HI 450-460 Writing and Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by waiver.

HI 700 Senior Independent Study

All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the department.

Lecture Courses

HI 101 In the Footsteps of Alexander the Great (Spring)
This course introduces students to the study of Eurasian history. We will follow Alexander's route from Greece through Turkey, Iran and into Pakistan by reading near-contemporary accounts and modern histories. At the beginning of each week we will read about his journey into new territory, while in the second half of the week we will explore that same area, but in a time period that is more recent. As we follow Alexander to the East, therefore, we will also examine the Greek/Turkish troubles in Cyprus, the Baath and Islamic revolutions in Iraq and Iran, and the Taliban successes in Afghanistan. We will therefore use the narrative of Alexander's journey as a way of linking contemporary and ancient history, thinking across space as well as through time. A core course for the international studies major. **HIS OTH** (Mr. Barrow)

HI 102 History Across Frontiers: The Eurasian World in the Age of Empires (Fall)
No understanding of contemporary geography, politics, or economics is complete without acquaintance with the history of empires. Yet empires are difficult to characterize: What similarities exist between the Mughal governments of the sixteenth and seventeenth centuries and the British colonial administration of the eighteenth and nineteenth centuries? Are they called empires only because of their claims to world domination, or do they exhibit forms of rule common to all empires? To address these questions, we will focus on how the Mughals in India, the Safavids in Persia, and the Ottomans in Turkey interacted. A core course for the international studies major. **HIS SOC OTH** (Mr. Barrow)

HI 103 The Making of Europe (Fall)
This course covers the history of Western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in 1648 A.D. by focusing on problems of authority within European society. Questions to be explored include: Where should authority lie within the state? What is the relationship between power and law? How should we reconcile the will of the ruler or state with individual conscience? While examining these questions from the Roman Empire to early modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors) **HIS SOC EUR** (Ms. Potts)

[HI 104 States and Revolutions]

HI 105 The Atlantic World: 1492-1900 (Spring)
Linking the Americas with Europe and Africa, the Atlantic has been a major conduit for the movement of peoples, goods, diseases, and cultures. This course will explore specific examples of transatlantic interchange, from imperialism and the slave trade to religious movements, consumerism and the rise of national consciousness. It will adopt a broad comparative perspective, ranging across regional, national, and ethnic boundaries. We will consider the varied experiences of Native Americans, Africans, and Europeans as they struggled to establish their own identities within a rapidly changing Atlantic world. **HIS SOC OTH** (Mr. Monod, Mr. Davis)

HI 111 Early East Asia (Fall)
This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "Sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. **HIS SOC OTH** (Mr. Waters)

HI 112 Modern East Asia (CW 5) (Spring)
This course examines the East Asian region from approximately 1650 to the present. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Ms. Endicott)

[HI/CL 131 Archaic and Classical Greece]

HI/CL 132 History of Rome (Fall)
Please see Classics Department listings for description.

HI 203 United States History: 1492-1861 (CW 10) (Fall)
A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history may take HI 203 for credit. **HIS SOC USA** (Mr. Hart, Ms. Morse)

HI 204 United States History: 1861-1960 (CW 10) (Spring)
An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics, and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may not take HI 204 for credit. **HIS SOC USA** (Mr. Ralph, Mr. Hart)

HI 222 Introduction to Environmental History (Fall)
This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. The course explores several themes, including the consequences of European expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. **HIS SOC USA** (Ms. Morse)

HI 225 History of Africa to 1800 (Fall)
This course offers an introductory survey of African history from earliest times to 1800. Through lectures, discussions, readings, and films, we will explore Africa's complex and diverse pre-colonial past. Themes examined in the

course include development of long-distance trade networks, the linkages between ecological change and social dynamics, the formation of large pre-colonial states, and the transatlantic slave trade and its impact on social and economic relations within Africa. A broader concern in the course is how we have come to understand the meaning of "Africa" itself and what is at stake in interpreting Africa's pre-colonial history. **HIS SOC OTH** (Mr. Tropp)

HI 226 Modern Africa (Spring)
Survey of African history from 1800 to recent times. **HIS SOC OTH** (Mr. Tropp)

HI 231 Imperial China (Fall)
The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes—such as dynastic succession and bureaucratic centralization—that were key constituents in shaping China's traditional period of development. **HIS SOC OTH** (Ms. Endicott)

HI 232 Modern China (CW 5) (Spring)
The history of China from the mid-nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation-state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Wyatt)

[HI 234 The Rulers of China]

HI 235 The History of Pre-modern Japan (CW 5) (Fall)
A study of the cultural, literary, and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy, and other concepts and processes that set Japan apart from other nations. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Waters)

HI 236 The History of Modern Japan (CW 5) (Spring)
The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include the transmutation of bushido (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. Readings will include selections from modern Japanese literature. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. Waters)

HI/PA 237 Chinese Philosophy (Fall)
A survey of the dominant philosophies of China that begins with the establishment of the earliest intellectual orientations, moves to the emergence of the competing schools of the fifth century B.C., and concludes with the modern adoption and adaptation of Marxist thought. Early native alternatives to Confucian philosophy (such as Mohism, Daoism, and Legalism) and later foreign ones (such as Buddhism and Marxism) will be stressed. We will scrutinize individual thinkers with reference to their philosophical contributions and assess the implications of their ideas with reference to their historical contexts and comparative significance. **PHL HIS OTH** (Mr. Wyatt)

[HI 238 Ancient and Medieval India]

HI 241 Europe in the Early Middle Ages (Spring)
(Formerly HI 341) This course covers the formative centuries in Western European history from approximately 300 to 1050. This period witnessed the transition from the world of classical antiquity to the emergence of Western Europe as a distinct and major civilization. **HIS SOC EUR** (Ms. Potts)

[HI 242 Europe in the High Middle Ages]

[HI 243 Renaissance Europe]

[HI 244 Society and Culture in Early Modern Europe, 1555-1789]

[HI 245 History of Modern Europe: 1800-1900]

HI 246 History of Modern Europe: 1900-1989 (Spring)
Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the 20th century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the postwar era. This century has seen a series of radically new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including de-colonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependency. **HIS SOC EUR** (Ms. Sweeney)

HI 247 Traditional Russia (CW 5) (Spring)
This course will examine the social, economic, and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite, and Imperial periods and end with the reforms and counter-reforms of the 1860s and 1880s and the rise of the revolutionary movement. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Mr. West)

HI 248 Modern Russia (Fall)
Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course

concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize. **HIS SOC OTH** (Mr. West)

[HI 253 British History: 1603-1815]

HI 254 British History: 1815-1979 (Fall)
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. War and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post-war Britain. Today, empire gone and industry spent, Britain continues to provide both warning and example to the rest of the world. **HIS EUR** (Mr. Monod)

HI 255 Modern France (Fall)
This course is designed to introduce students to the history and culture of Modern France since the French Revolution of 1789. In studying the nineteenth century, we will pay particular attention to France's revolutionary tradition, to class relations, and to the "invention of modern life." Our examination of the twentieth century will include the French experience during both world wars, the relationship between France and its colonies (and ex-colonies), and the growth of a new consumer culture. We will use primary sources such as novels, workers' autobiographies, and films as well as historical analyses. **HIS SOC EUR** (Ms. Sweeney)

HI/MU 256 Fin de Siècle: Ideology and Aesthetics at the End of the Nineteenth Century (Fall)
This course will study the political and musical culture of Europe one hundred years ago. It will chronicle the crisis of the old order in the late nineteenth century, and its consequences in the early twentieth. Philosophical and literary works of Marx, Nietzsche, Dostoevsky, and Mann will be read and discussed, along with the narratives of historians such as Schorske and Stern. Against this cultural backdrop, the music of Wagner, Smetana, Strauss, Debussy, Mahler, Schoenberg, and Russia's Silver Age will be considered. No specialized expertise in either music or history will be presumed (no prerequisites). **HIS ART EUR** (Mr. West, Mr. Vitercik)

HI/PA 273 Confucius and Confucianism (Spring)
Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 B.C.) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. Formerly PA253 **HIS PHL OTH** (Mr. Wyatt)

HI 285 Colonial Latin America (CW 5) (Fall)
We will examine the formation of Latin American societies from the fifteenth to the nineteenth century, with emphasis on four major phases: indigenous, European, and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the nineteenth century. **HIS SOC OTH** (Mr. Davis)

[HI 286 Modern Latin America]

HI 301 Problems in Contemporary Historiography (Spring)
We will explore competing conceptions of the nature of historical inquiry. The historian's craft will be examined through the varied lenses of major methodological and philosophical paradigms prevalent over the last 30 years: Marxism, "critical" history, structuralism and the Annales School, and post-structuralism. Texts of the philosophers whose thought informs these approaches, such as Marx, Nietzsche, Saussure, Derrida, and Foucault, will be read. Historians whose scholarship has been shaped and influenced by these paradigms, such as Eric Hobsbawm, E.P. Thompson, Fernand Braudel, Leroy LaDurie, Dominic LaCapra, and Hayden White, will also be considered. **HIS PHL EUR** (Mr. West)

HI/PA 319 Readings in the Philosophy of History (Fall)
Even before the appearance of G.W. F. Hegel's classic study *The Philosophy of History,* a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be without or somehow "outside of" history? These are among the questions we will examine in this course as we read and deliberate on a wide variety of philosophies of history, while concentrating on the most influential versions developed by Hegel and by Karl Marx. (Formerly PA 231) Seminar. **PHL HIS EUR** (Mr. Wyatt)

[HI/CL 331 Problems in Ancient History: Athens and Sparta]

HI/CL 332 Problems in Ancient History: Roman Law
See Department of Classics listings for description.

HI 349 History of Germany from 1648 to the Twentieth Century (Fall)
The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the seventeenth and eighteenth centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War. **HIS SOC EUR** (Ms. Lamberti)

HI 350 The Jews in Modern Europe: 1760-1939 (Spring)
A study of the process through which the Jews, isolated on the fringe of society until near the end of the eighteenth century, integrated into the mainstream of European life. How did the emancipation, the achievement of the rights of citizenship, and the process of assimilation transform the existence of the Jews? How did they adapt to their Christian surroundings and yet retain a distinctive Jewish identity? How were ancient anti-Jewish prejudices refashioned into new stereotypes, and how did the Jews respond to political movements of anti-Semitism? The course ends with a study of the rise of Zionism. **HIS SOC EUR** (Ms. Lamberti)

[HI 362 Revolutionary America: 1763-1800]

[HI 364 Civil War and Reconstruction: 1845-1890]

[HI 365 History of the South to 1890]

[HI 366 Progressivism, War, and Prosperity: America, 1890-1929]

HI 367 Twentieth-Century America: 1929-1955 (Fall)
A study of the political, social, and diplomatic history of the United States from the Great Depression to the late 1950s. The course will concentrate on FDR's New Deal response to the economic crisis of the 1930s, the challenge of fascist totalitarianism, World War II and its impact, and postwar America with emphasis on Truman's Fair Deal, the emerging Cold War, the Red Scare and McCarthyism, and the "American high" of the 1950s. **HIS USA** (Mr. Jacobs)

HI 368 Twentieth-Century America: 1955-1990 (Spring)
A study of the political, social, and diplomatic history of the United States from the Eisenhower equilibrium and the consumer culture of the 1950s to 1990. The course will concentrate on the emergence of JFK's New Frontier, LBJ's Great Society and the Civil Rights movement, the Vietnam War, Nixon and the Watergate scandal, the economic crises of the 1970s, the emergence of conservatism leading to the Reagan era, and the end of the Cold War. **HIS USA** (Mr. Jacobs)

HI 371 African American History (Spring)
This course will explore the history of the African American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African American story within the context of the developing American nation, its institutions, and its culture. **HIS USA** (Mr. Hart)

[HI 372 The Civil Rights Revolution]

HI/AC 373 History of American Women (Spring)
See American Civilization listings for description. (Ms. Allen)

HI 374 History of the American West (Spring)
This is a survey of the history of the trans-Mississippi West from colonial contact through the 1980s. It explores how that region became known and understood as the West, and its role and meaning in United States history as a whole. The central themes of this course are conquest and its legacy, especially with regard to the role of the U.S. federal government in the West; human interactions with and perceptions of landscape and environment; social contests among different groups for a right to western resources and over the meanings of western identity; and the role of the West in American popular culture. **HIS SOC USA** (Ms. Morse)

HI 375 The History of Urban America (Fall)
"The magnification of all the dimensions of life," writes Lewis Mumford, ". . . has been the supreme office of the city in history." Mumford's appraisal of the mission of the city can be debated, but the importance of the city to civilization cannot be denied. This course traces the rise of the city in America from the colonial era to the present. It explores why Americans have huddled in concentrated settlements and the consequences of that clustering. Special attention will be given to the growth of the industrial city of the late nineteenth century and the modern metropolis of the twentieth century. **HIS USA** (Mr. Ralph)

[HI 376 U.S. Working Class History: 1850 to Present]

Reading Courses

HI 401 Readings in European History: Kingship (Fall)
What is so fascinating about monarchy? How did rulership by one person emerge? What socio economic, political, or psychological features did it incorporate? How did it change, so that by today it seems an absurdity? The first part of this course will examine the development of monarchy since ancient times, using examples from Asia and Africa as well as Europe. The second half will concentrate on kingship in Western Europe since 1300. We will draw on anthropology, sociology, political thought, and art history in analyzing one of the longest-lasting and most extraordinary of human cultural constructions. Three hour seminar. (Mr. Monod)

HI/WG 402 Readings in European History: Society and the Sexes (Spring)
This seminar will investigate three separate but interrelated threads—the history of sexuality, the history of the body, and the construction of gender—in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life experiences of men and women. We will also consider the relationship between sexual norms or deviance and political practices and ideologies. Readings will include secondary and primary sources such as medical opinions, diaries, legal texts, novels, and political debates. (Ms. Sweeney, Ms. Potts)

HI 403 Readings in European History: Scottish and Irish Identities (Spring)
This seminar will deal with the development of Scottish and Irish national identities, from 1603 to 1922. Neither partners nor colonies, Scotland and Ireland have had complicated and often tempestuous relationships with each other and with England, the long-dominant power in the British Isles. We will examine the social, political, and cultural consequences of those relationships, from the union of the crowns under

James I to the creation of the Irish Free State after World War I. Particular attention will be paid to the rebellions, civil wars, religious changes, shifts in population, literary movements, and mass political organizations that have helped to shape distinct national identities on both sides of the Irish Sea. (Mr. Monod)

HI 404 Readings in Russian and Soviet History: Stalin and Stalinism (Spring)
Stalin and Stalinism have had a tremendous influence in shaping the former Soviet Union as we know it today, and while Russia has formally rejected the Stalinist system, its influences continue to be felt. Utilizing a combination of biographical and analytical readings, as well as original memoirs, this course will focus on the man and the myth and their influence on various aspects of the Soviet and post-Soviet polity, economy, society, and culture. (Mr. Macey)

HI 405 Readings in American History: The Civil War and American Historical Memory (Fall)
A consideration of the sectional conflict and its influence on both the participant and successor generations. Though the focus will be primarily upon historical and literary texts, the seminar will also explore artistic, architectural, musical, and cinematic expressions of the war and its meaning. (Mr. McCardell)

HI 406 Readings in American History: American Environmental History (Spring)
Although the U.S. has long been thought "nature's nation," scholars have only begun to include the study of human interactions with nature in their study of the American past. This course will examine the history of interactions between human beings and their physical environments in North America, through readings that bring plants, animals, climates, and landscapes—as well as human culture, politics, labor, race, and gender—into histories of settlement, capitalism, urbanization, region, science, and policy. Readings will also trace the emergence of this new field, and the problems inherent in creating a more inclusive account of the past. (Ms. Morse)

HI 407 Readings in American History: American Ethnic History (Fall)
Walt Whitman called America "not merely a nation but a teeming nation of nations." This seminar builds upon Whitman's insight and examines the rich diversity of peoples in the United States, which is one of the defining features of the country. It surveys, among other topics, the peopling of America, the strategies employed by immigrants and their children, the rise and persistence of nativism, the shift toward immigration restriction in the early twentieth century, and recent trends in immigration and debates over the country's capacity to absorb newcomers. (Mr. Ralph)

[HI 409 Readings in Chinese History: Nineteenth and Twentieth Centuries]

[HI 410 Readings in Latin American History]

HI 411 Readings in Latin American History: Brazil and Its Neighbors (Spring)
This course will explore the history and culture of Brazil from 1800 to the present. Special emphasis will be placed on the cultural and social history of Brazil and the development of Brazil's unique sense of Latin American-ness. We will study the changing relationships between Brazil and its Spanish-speaking neighbors over time. It will also be important to examine Brazil's conflicts with its neighbors as well as ways in which Brazil has successfully cooperated with other Latin American countries. (Mr. Davis)

[HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy]

[HI 414 Readings in the History of India: Gandhi and the Independence of India]

[HI 415 Readings in Medieval History: The Vikings]

[HI 416 Readings in Russian and Soviet History]

[HI 417 History of Science: East and West]

HI 418 Readings in Japanese History: Pearl Harbor and Hiroshima (Spring)
America's experience in World War II began and ended with Japan, and this course emphasizes the events that marked the opening and closing of active hostilities between the two Pacific powers. Both Pearl Harbor and the dropping of the atomic bombs have generated enormous controversy, both at the time and in retrospect. Students will read and discuss a wide selection of materials that examine these events and their contexts from both Japanese and American perspectives. (Mr. Waters)

HI 419 Readings in African History (Fall)
This seminar will explore the history of human-environmental interaction on the African continent. The course examines how scholars have begun unraveling dominant historical understandings of African landscapes, cultures, and precolonial ecologies. A major portion of the course looks at how colonial relations shaped conflicts over environmental control and ecological change and the legacies of such dynamics in the postcolonial era. Readings on gender relations, urban environmental change, and the evolution of development thinking will be the focus of class discussions on new ways of interpreting African social and environmental change. (Mr. Tropp)

International Studies Seminars

HI/IS 448 The Politics of Collective Memory After the Second World War in Asia and Europe: 1945-1995 (Spring)
Please see International Studies listings for description. This course is equivalent to IS 448 and JA 448. Register for this course under IS 448. (Ms. Lamberti, Mr. Stahl)

HI/IS 449 Imperialism and Culture (Fall)
Please see International Studies listings for description. This course is equivalent to IS 449 and FR 449. Register for this course under IS 449. (Mr. Barrow, Mr. Knox)

Research Seminars

HI 451 Writing and Research: Medieval and Early Modern Europe (Fall)
This seminar is designed to provide an introduction to the principal sources and methodologies of European history before 1800. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources. (Ms. Potts)

HI 452 Writing and Research: European History (Spring)
Students enrolled in this course, which emphasizes the acquisition of research and writing skills, will be able to select topics from within the social, economic, political, and cultural history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). (Ms. Lamberti)

HI 453 Writing and Research: American History (Fall, Spring)
The course emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with approval. Students are encouraged to take HI 453 in the spring; approval is required to take the course in the fall. (Mr. Jacobs, Mr. Ralph)

HI 454 Writing and Research: Chinese History (Spring)
This seminar is designed to serve the needs of students interested in pursuing research topics that deal with China. The course will familiarize students with the fundamental approaches to and methods for the study of China from the perspective of the social sciences. Research topics will be selected through consultation with the instructor. Course readings will be of an interdisciplinary, as well as historical nature. (Ms. Endicott)

HI 455 Writing and Research: Latin American History (Fall)
This seminar will allow students to investigate selected Latin American issues, as well as pursue their personal interests in some aspect of Latin American history from the colonial or modern periods. Special attention will be placed on research methodology, historiography, and an evaluation of primary sources in English and, whenever possible, in French, Spanish, and Portuguese. Although there is no language requirement, papers may be written in Spanish, English, or Portuguese. Topics will be chosen after careful consultation with the professor. (Mr. Davis)

HI 456 Writing and Research: African History (Spring)
This seminar is designed to serve the needs of students interested in pursuing research topics that deal with Africa. Research topics will be selected through consultation with the instructor. (Mr. Tropp)

HI 500 Special Research Projects (Fall, Spring)
HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Approval required.) (staff)

HI 700 Senior Independent Study (Fall, Winter, Spring)

History of Art and Architecture

Professors: Glenn Andres, John Hunisak (Chair), Kirsten Powell; *Associate Professor:* Cynthia Atherton; *Assistant Professor:* Pieter Broucke; *Visiting Assistant Professors:* Katherine Smith Abbott, Parker Croft; *Director, Middlebury College Museum of Art:* Richard Saunders

The Department of History of Art and Architecture is dedicated to the belief that study of the visual arts provides a rewarding framework for a liberal arts education. Our students study works of art and architecture as objects of intrinsic significance, as well as in relation to the Western and non-Western cultures that produced them. Our goals are to provide students with a broad, general exposure to the history of art and architecture; to help students develop a familiarity with the formal properties of works of art and architecture; to help students develop critical and analytical tools for the study of the history of art and architecture; to encourage students to ask meaningful questions about works of art and architecture by seeing them as manifestations of culture in a historical context; and to provide students with extensive first-hand experience of actual works of art and architecture. For senior majors, a trip during the final week of winter term to an important artistic center (New York or another large city) is an integral component of study in this department.

Required for the Major, History of Art Emphasis (12 courses): Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; one course in studio art; at least five additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700 (fall of senior year); HA 710 and HA 711 (senior thesis, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Graduate programs in the history of art and classical archaeology require students to pass reading examinations in at least two foreign languages.

Joint Major, History of Art Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700; HA 710 and HA 711 (senior thesis, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, History of Art Emphasis (6 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; four additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level.

Required for the Major, Pre-Architecture Emphasis (12 courses). Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; two courses in studio art; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved

substitute course for the latter); three additional courses in the history of art and architecture distributed among several historical periods or traditions and taken at a mix of levels above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Architecture schools expect candidates to have taken two semesters each of math and physics.

Joint major, Pre-architecture Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved substitute course for the latter); two additional courses in the history of art and architecture distributed among several historical periods or traditions and taken above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, Pre-architecture Emphasis: no minor is offered.

Honors: Cumulative departmental average (including senior work) of at least 3.1. Categories of honors: 3:1-3.4, honors; 3.5-3.6, high honors; 3.7-4.0, highest honors.

HA 101 Monuments and Ideas in the History of Art (Fall)
Introduction to the study of Western art history. Not a survey, but an in-depth investigation of selected art works, considered individually and in broader contexts. We will study buildings, paintings, and sculptures as chronologically distant as Stonehenge and as recent as the work of Keith Haring. **ART HIS EUR** (Mr. Hunisak)

HA 103 Introduction to Asian Art (CW 12) (Fall)
This course will examine the painting, sculpture, architecture, and decorative arts of India, China and Japan. Works of art will be studied in terms of style, religious meaning (especially with reference to Buddhism and Hinduism), and social and historical context. Discussion sections will focus as much as possible on examining relevant works of art in the College Museum and other collections. Twelve spaces are available for students wishing to fulfill the College writing requirement; see professor for details. **ART HIS OTH** (Ms. Atherton)

HA 110 History of Art and Architecture Survey I: Ancient to Renaissance (Fall)
A comprehensive survey of Western artistic expression ranging from the prehistoric period to the beginning of the Renaissance, this course chronicles the evolution in painting, sculpture, and architecture of the ancient Near East and Egypt, classical Greece and Rome, and medieval Europe. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, groups, or individuals that produced them. Two lectures and one discussion section per week. **ART HIS EUR** (Mr. Broucke)

HA 111 History of Art and Architecture Survey II: Renaissance to the Present (Spring)
A comprehensive survey of Western artistic expression that chronicles the evolution in painting, sculpture, and architecture from the Renaissance and Baroque eras, through the Enlightenment and the Industrial Revolution, to the modern and post-modern twentieth century. This course is designed for those who wish to build a broad acquaintance with the major works and movements of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. 3 hours lect., disc. **ART HIS EUR** (Mr. Andres)

HA 130 Introduction to Architectural Design (Winter)
This studio course introduces students to the methods used in the practice of architecture, landscape architecture, and environmental art. The course's goals are to use the process of design to gain insight regarding individual and community value systems and to provide basic experience in the design professions. Keeping a daily journal and participating in intensive group and individual work within the studio space are requirements. Recommended for anyone wishing to improve his or her appreciation for the built environment. **ART** (Mr. Croft)

[HA/SA 170 Anthropology through the Arts]
ART SOC

HA/RE 185 Art and the Bible (Fall)
See Department of Religion listing for description. **ART PHL EUR** (Mr. Wilson)

HA 200 Renaissance Architecture (Fall)
A selective survey of Italian architecture from the inception of the great dome in Florence to the completion of that at St. Peter's in Rome. This course will examine the works of major fifteenth and sixteenth-century masters (Brunelleschi, Alberti, Bramante, Michelangelo, Palladio), conceptual approaches (perspective, classicism, neo-platonism, mannerism), and centers (Florence, Milan, Rome, Venice) to understand their potency for their time and as models for architectural production ever since. **ART HIS EUR (Mr. Andres)**

HA 201 Italian Renaissance Art: 1400-1500 (Spring)
This course will focus on the art produced in Italy during the fifteenth century. In addition to studying the chronological development of painting, sculpture, and architecture, we will consider such issues as artistic training, patronage, domestic life and the literary achievements of this period of "rebirth." A study of fifteenth-century Florence, Siena, Padua, Venice, Rome, and Urbino will be included in this survey. **ART HIS EUR** (Ms. Abbott)

[HA 202 Modern Art 1870-1945]
ART EUR

HA 203 Introduction to Indian Art: From the Indus Valley to the British Raj (Spring)
This course will examine the rich artistic heritage of the Indian subcontinent from its ancient roots up to the period of British rule. We will cover a broad spectrum of artistic expression, ranging from ancient nature cults to Buddhism, Hinduism, and Islam. Special emphasis will be given to an understanding of how the sculpture, architecture, and painting express religious, cultural, and social issues and ideals. Themes explored will include: religious and imperial iconography, methods of expressing the divine, narrative techniques, aesthetics, the role of the text, and the impact of the West. **ART HIS OTH** (Ms. Atherton)

[HA 204 Approaches to Islamic Art]

HA 205 Painting and Sculpture of Nineteenth-Century Europe (Spring)
During the nineteenth century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider nineteenth century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. **ART HIS EUR** (Mr. Hunisak)

[HA/WS 209 Women in the Visual Arts]

[HA 211 American Design]

[HA 212 Roman Architecture]

[HA 213 Roman Art and Archaeology]

[HA 216 Art of the Middle Ages]

[HA 218 History of Photography]

[HA 220 The Art of the City]

HA 221 Greek Art and Archaeology (Fall)
This course explores the artistic expression in architecture, urbanism, sculpture, and painting in the ancient Greek world (Greece, Sicily, southern Italy, and western Turkey). The chronological range spans from the late Neolithic period and the Aegean Bronze Age (with its Cycladic, Minoan, and Mycenaean civilizations) to the formative archaic period, the classical moment during the age of Perikles, and the cosmopolitan Hellenistic age, ending with the advent of Imperial Rome in 31 BC. Special emphasis will be placed on how Greek art production related to developments in politics, history, literature, and science. **ART HIS EUR** (Mr. Broucke)

[HA 222 Buddhist Art: The Journey of the Three Jewels]

HA 223 The Classical Tradition in Architecture: A History (Spring)
From the Late Bronze Age to the postmodern present, this course traces the development of the classical formal language in Western architecture. With elements, orders, and canons developed by the Greeks, the classical tradition first flourished as an "international style" under the Romans. After a setback during the Middle Ages, the classical tradition reemerges with vigor during the Renaissance, displays great flexibility during the Baroque, and reconnects with antiquity during the Neoclassical period. Attention is given to the relationship between architectural styles and archaeological discoveries and to the assimilation of developments in building technology. **ART HIS EUR** (Mr. Broucke)

HA 224 Arts of Japan (Spring)
This course will provide a survey of the varied and rich artistic heritage of Japan from its most ancient manifestations in the Jomon period to the late nineteenth century. We will focus in particular on the development of the pictorial and sculptural traditions, but will also consider the decorative and craft traditions in some detail. Topics to be investigated include: native traditions; the impact of Chinese civilization; the development of Buddhist painting, sculpture and architecture; narrative hand scrolls; the arts of the Zen Buddhism; courtly traditions; woodblock printing; and the influence of the West. **ART HIS OTH** (Ms. Atherton)

[HA/MU 225 Humor in Art and Music]

[HA 226 A World in Transition: The Art and Life of Giotto]

HA 230 Modern Architecture (Fall)
A survey of the persons, monuments, aesthetic outlooks, and technology that shaped the course of European and American architecture from late eighteenth century neoclassicism to late twentieth century post-modernism. We will examine the work of such figures as Jefferson, Ruskin, Richardson, Wright, Mies, Le Corbusier, and Venturi and such genres as domestic design, public buildings, exhibition halls, and skyscrapers as a basis for understanding our historic and contemporary architectural environments. **ART HIS** (Mr. Andres)

[HA 232 Arts of China]

[HA 250 The History of Landscape Photography]

HA 302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth-Century Rome
During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a church triumphant. (Mr. Hunisak) **ART HIS EUR**

[HA 303 Northern Renaissance Art: 1300-1600]

[HA 304 Northern Baroque Art]

[HA 305 Rome and Venice: Renaissance Painting and Sculpture]

[HA 308 American Art: 1945-1980]

[HA 312 Of Gods, Mortals, and Myths: Greek and Roman Painting]

[HA 313 Japanese Art]

HA 320 Hands-on Archaeology: Theory and Practice (Spring)
In this course we will explore the theory and practice of archaeology as a scholarly discipline. About half of our meetings will be devoted to investigating the history and scientific development of archaeology, its methods and theoretical underpinnings, and some of its techniques (surveying, stratigraphic dating), and its role in the fields of art history, classics, and anthropology. The other half will be spent on field trips, museum visits, and field research at a local archaeological site where we will survey, record, and catalog the finds, and measure, draw, interpret, and reconstruct the remains. **ART** (Mr. Broucke)

[HA 325 Special Problems in Art History: The Art and World of Manet]
ART HIS EUR

HA 330 Intermediate Architectural Design (Fall)
This studio course emphasizes the thought and method of architectural design. Members of this studio will be involved in developing their insights towards cultural value systems and their expression in the environments they create. Participants work primarily in the studio space and rely heavily on individual instruction and group review of their work. The course provides a foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. (HA 130) **ART** (Mr. Croft)

HA/TH 340 Modern Art and Modern Film (Spring)
The connections between modern art and film are examined in relation to the major aesthetic movements of this century, including constructivism, futurism, surrealism, Dada, cubism, abstract expressionism, pop, and minimalism, etc. Readings, screenings, research papers. (HA 202 or HA 308, or TH 130) (Mr. Perry/Ms. Powell)

HA 403 Seminar in Modern Architecture: Architecture after the Masters (Spring)
An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies, and Le Corbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration. (HA 230 or HA 220) (Mr. Andres)

[HA 409 Art Museums: Theory and Practice]

HA 510 Advanced Studies in History of Art (Fall, Spring)
Supervised independent work in art history. (Permission) (staff)

HA 530 Independent Architectural Design (Fall, Spring)
Supervised independent work in architectural analysis and design. (Permission) (staff)

HA 700 Methods and Theories in the History of Art (Fall)
This seminar is designed for art history majors and required of them. We will endeavor to reach a critical understanding of the range of methodologies employed in art historical research and writing, thereby preparing students to undertake their senior thesis work. (Mr. Hunisak)

HA 710, HA 711 Senior Thesis in History of Art (Winter and Spring)
Two terms—the first supervised, the second conducted independently with an adviser—of research, plus organization and writing of a thesis. Winter term study culminates in a five-day field trip to New York (or another center for art and architecture). Midway through the spring semester, there will be a public symposium at which all students enrolled in HA 711 present their work in progress and the state of their research. (Winter, Mr. Hunisak; Spring, staff)

HA 730 Methods and Theories in Architectural Design (Winter)
This seminar is designed for senior pre-architecture majors and is required of them in preparation for senior architectural design. The course is devoted to methodologies and the development of tools for architectural analysis, the research for, and generation of, a detailed program for architectural design projects (in written and graphic formats), and culminates in a five-day field trip to New York (or another center for art and architecture). (HA 130 and HA 330, or an approved substitute course in studio design for the latter). (Mr. Broucke; in alternate years, Mr. Andres)

HA 731 Senior Architectural Design (Spring)
This studio course is devoted to developing an individual project in architectural design. Working with visiting design critics and intense peer review in the studio, the course culminates in a public presentation of the project and a portfolio consisting of written and graphic formats describing all aspects of the completed design. (HA 730) (Mr. Croft).

Guidelines for Independent Work in the History of Art and Architecture and Administration of Permissions

1. Independent projects in history of art emphasis can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an HA 510 project in preparation for senior work.

2. For HA 510 or HA 530 projects, students must find an adviser/sponsor and submit a written proposal for consideration and approval by the entire faculty of history of art and architecture. For proposals in the history of art emphasis, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work

that will result. For proposals in pre-architecture emphasis, students must indicate previous experience in architectural history and design, a specific well-developed proposal for the project they wish to undertake, and the format(s) (written, graphic, presentation in public) in which they propose to present it.

3. Before registering for HA 711 all students must consult with their advisers; together they will establish the thesis topic and its parameters. No change of advisers, topics, or projects will be allowed subsequently without formal approval of a student's adviser(s) and the department chair. A thesis in the history of art can only be done in an area in which a student has already taken course work at the college level.

PHILOSOPHY

Professors: Richard Arthur (chair), Stanley Bates; *Assistant Professors:* Elizabeth Ennen, Heidi Grasswick; *Instructors:* Martha Woodruff, Yang Xiao; *Emeriti Professors:* Hiroshi Miyaji, Victor Nuovo

The Department of Philosophy seeks to foster in its students a critical awareness of the fundamental issues and principles at stake in the study of humanity and the universe, and to equip them with the necessary analytic and creative skills to identify and critique different kinds of philosophical arguments and positions in a wide variety of contexts. The acquisition of such skills makes philosophy majors attractive to a wide variety of prospective employers, as well as providing a sound preparation for law school or graduate school.

The department also permits and encourages students to pursue joint and double majors.

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which, whether at the 100 or 200 level, are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 200-level courses do not generally have prerequisites, students who have done work in pertinent, related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PA 180 is required, and either PA 150 or PA 151 is highly recommended. These introductory courses should be taken early in the program whenever possible. In addition, majors must satisfy a departmental distribution requirement by electing one course in each of the following four areas: (1) ethics and social and political philosophy; (2) ancient and medieval philosophy; (3) history of modern philosophy; and (4) epistemology, language, metaphysics, and science. Cognate courses may be substituted for no more than two departmental courses, but will not satisfy the departmental distribution requirement; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

Required for the Minor: A total of six courses in philosophy, including PA 180 and one 400-level seminar, are required. The seminar will normally be taken during the final three semesters of a student's undergraduate career (excluding winter term), and only after the student has completed three other philosophy courses. Students electing the philosophy minor should arrange to have an adviser in the philosophy department.

Seminar Requirement: Majors must take two department seminars (400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors. These seminars will not normally satisfy the departmental distribution requirement, but may in exceptional cases by permission of the chair.

Departmental Honors: Majors with at least a B+ average in philosophy courses may apply to become candidates for departmental honors. To apply, a student must find a faculty member willing to supervise the project and then submit a proposal to the Chair in writing. If (and only if) the proposal is accepted, the student should then register for two successive terms of PA700 (normally during the winter and spring terms of their senior year). To receive honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, give an oral defense (according to departmental regulations), and receive for their work a minimum grade of B+. In addition, they must maintain their B+ average in courses in the department.

Joint Major: For the philosophy component of a joint major, students must (1) take eight philosophy courses, including (a) PA180 (b) one 400-level seminar and (c) at least one course in each of three of the four areas of the departmental distribution requirement. Either PA150 or PA151 is also highly recommended, and, like PA180, should be taken early in the program whenever possible. In addition, students must (2) give evidence of having used the training in both major fields, usually in an independent project or thesis, but sometimes in a seminar paper.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition (Fall, Spring)
This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Students should register for a discussion session. **PHL EUR** (Mr. Bates, Ms. Woodruff)

[PA 151 Introduction to Analytic Philosophy] PHL

PA 180 Introduction to Modern Logic (Fall, Spring)
The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of

modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic and study both semantics and derivation systems for these languages. Mastery of these techniques will enable students to evaluate arguments from a logical point of view. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count toward the PHL distribution requirement. **DED** (Mr. Arthur, Ms. Grasswick)

PA 200 Final Questions (Spring)
This course is designed as an introduction for juniors and seniors who have had no previous instruction in philosophy. It presupposes greater sophistication but no previous knowledge of philosophy. Among the topics of inquiry are the following: the nature of existence, its origin and end; the sources of value in life; the expectation of justice and the possibility of achieving it; knowledge and belief; personal identity; freedom and determinism. Lectures and discussion will be based on reading and analysis of philosophical texts, ancient, modern and contemporary. Authors of works to be read may include Plato, Aristotle, Descartes, La Rochefoucauld, Locke, Leibniz, Hume, Kant, Hegel, Nietzsche, Mill, Russell, Wittgenstein. 3 hrs. lect./disc. **PHL EUR** (Mr. Nuovo)

In addition, the following courses are suitable as first courses in philosophy: CL/PA 175, PA 201, PA 205, PA 206, PA 212, PA 214, PA 216, PA 223, PA/RE 232.

Ethics and Social and Political Philosophy

[PA 205 Human Nature and Ethics]
PHL EUR

PA 206 Contemporary Moral Issues (Fall, Spring)
We will examine a selection of pressing moral problems of our day, seeking to understand the substance of the issues and learning how moral arguments work. We will focus on developing our analytical skills, which we can then use to recognize and present good arguments on difficult moral issues. Selected topics may include environmental protection and animal rights, pornography, abortion, reproductive technologies, euthanasia, racial and gender issues, world poverty, and capital punishment, lying and truth-telling in private and public life. **PHL** (Ms. Ennen, Mr Xiao)

[PA 210 Contemporary Ethical Theory]
PHL

[PA 320 Social and Political Philosophy]

PA 321 The Good Society (Spring)
Social and political philosophy ask the question: Under what conditions can we say a society is a good society? In this seminar we shall examine the idea of a good society from historical and nominative perspectives, focusing on how to justify a conception of the good society and how to justify our social/cultural criticism. We shall read recent works by John Rawls, Charles Taylor, Martha Nussbaum, Amartya Sen, Robert Bellah, Michael Walzer, and Habermas, as well as classic texts by Aristotle, Confucius, Laozi, Rousseau, Hegel, Marx, Nietzsche and Hannah Arendt. We shall also read (and perhaps write) some essays in social/cultural criticism. 3 hrs. lect./disc. **PHL SOC OTH** (Mr. Xiao)

Ancient and Medieval Philosophy

[CL/PA 175 Greek Philosophy]

PA 201 Ancient Greek Philosophy (Fall)
An introduction to the range and power of Greek thought, which initiated the Western philosophical tradition. After exploring the origins of philosophy as found in myth (primarily Hesiod) and in the pre-Socratic thinkers (such as Heraclitus and Parmenides), we will then focus on Plato and Aristotle and their divergent approaches to ethics and education. **PHL HIS EUR** (Ms. Woodruff)

[PA 224 Topics in Medieval Philosophy]

[PA 302 Philosophy of Plato]

PA 303 Philosophy of Aristotle (Spring)
In this class we will explore both the original breadth and the contemporary relevance of Aristotle's thought. We will read a diverse selection of his writings, beginning with ethical and political works, continuing to works on aesthetics, psychology, and nature, and concluding with logical and ontological works. We will ask why Aristotelian virtue ethics in particular has enjoyed a recent renaissance and generated special interest in Aristotle's ideas about the ethical role of friendship, the perceptive power of the emotions, and the different kinds of intelligence. (Previous course in philosophy or waiver.) **PHL HIS EUR** (Ms. Woodruff)

History of Modern Philosophy

[PA 221 Gender and the History of Philosophy]

[PA 222 American Philosophy]

PA 223 Introduction to Contemporary Philosophy (Fall)
This course will investigate two of the main lines of historical development which dominated European philosophy for a great deal of the twentieth century. We shall begin with the phenomenology of Edmund Husserl, and follow its development into the early existential phenomenology of Martin Heidegger (and others) and the existentialism of Jean-Paul Sartre. We shall then turn to the analytic tradition discussing the Logical Analysis of Bertrand Russell and the early Wittgenstein, Logical Positivism, the ordinary language philosophy of Gilbert Ryle and J.L. Austin, and the later philosophy of Wittgenstein. The course will conclude with a brief consideration of more recent developments. **PHL EUR** (Mr. Bates)

[PA 225 Nineteenth-Century European Philosophy]
PHL HIS EUR

PA 250 Early Modern Philosophy (CW) (Fall)
In sixteenth and seventeenth century Europe, philosophers helped create and usher in the Scientific Revolution; but in

doing so, they radically transformed the nature of the philosophical enterprise itself. The emergence of science cast a different light on questions concerning method, the possibility of certain knowledge, the nature of fundamental reality, the existence of God, and the foundations of morality and the state, which were explored by thinkers of this period with particular depth and originality. In this course we will be studying a representative sample of these thinkers' views from among Descartes, Hobbes, Spinoza, Locke, Leibniz, and Hume. A limited number of spaces are available in this course to satisfy the College writing requirement. **PHL HIS EUR** (Mr. Arthur)

PA 255 Kierkegaard, Marx, and Nietzsche (Spring)
This course will investigate the works of three of the central philosohical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read Kierkegaard's *Either/Or, Philosohical Fragments,* and *Concluding Unscientific Postscript*; Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy, The Use and Abuse of History, Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals.* **PHL HIS EUR** (Mr. Bates)

PA 309 Philosophy of Schopenhauer (formerly PA 409) (Spring)
Unlike Kant, Arthur Schopenhauer (1788-1860) takes the underlying reality of phenomena to be knowable as what we are, i.e. to be the will. The world is the expression of the will, which is essentially a primordial, ungrounded and blind force. In this course we will study how Schopenhauer was led to his characteristic doctrine of pessimism, the view that our existence is purposeless and meaningless, by his analysis of our daily experience, its transitoriness, and the inevitability of death. We shall also be examining how this led him to a new appreciation of Indian philosophy, particularly Brahmanism and Buddhism. **PHL** (Mr. Miyaji)

PA 323 Wittgenstein's Philosophy (Spring)
In this course, we shall trace the development of the views of one of the twentieth century's most important philosophers, Ludwig Wittgenstein. We shall begin with the roots of Wittgenstein's early philosophy in the logical analysis of Frege and Russell. This early philosophy culminated in the publication of Wittgenstein's *Tractatus Logico-Philosophicus*, a strange and fascinating work. Wittgenstein's later philosophy as presented in his *Philosophical Investigations* will be the main focus of the course; it is a work which has had a decisive influence on much of contemporary philosophy of language and philosophy of mind in the analytical tradition. We shall consider some contemporary interpreters of Wittgenstein, including Stanley Cavell. (Previous course in philosophy or waiver.) **PHL** (Mr. Bates)

Epistemology, Language, Metaphysics, and Science

[PA 212 Introduction to the History of Modern Science]
PHL HIS EUR

PA 214 Science and Society (Spring)
Scientific theories are not developed in a vacuum; they can be influenced in various ways by the social circumstances in which they emerge, and they may themselves have important social consequences. This course will examine the relationship between science and society by focusing on attempts by psychologists, sociobiologists, and others to provide theories of human nature and potential, and on feminist critiques of science. We will address questions such as these: Is it methodologically wrong to bring presuppositions to scientific research? Is it worse if those presuppositions are moral or political commitments? What special responsibilities, if any, do scientists have when they investigate questions with explosive social import? Is the scientific method irremediably gender- or culture-biased? This course is particularly suitable for ES majors. **PHL SOC** (Mr. Arthur)

[PA 216 Introduction to the Philosophy of Science]

[PA 351 Theory of Knowledge]
PHL

PA 352 Philosophy of Mind (Spring)
To what extent can recent successes and failures in the field of "artificial intelligence" (AI) research help us to understand the human mind? Could computers ever think, and is thinking all there is to having a mind? Through an examination of the projects and principles of AI and cognitive science, we will explore several philosophical conceptions of the nature of the mind. Questions to be discussed include the following: What makes a symbol *represent* or *mean* something? What is the role of consciousness in thought? Could we think without language? Can the mind be understood as a "formal system"? **PHL** (Ms. Ennen)

[PA 354 Philosophy of Language]

[PA 355 Issues in the Philosophy of Time]

Non-Western Philosophy

PA/HI 237 Chinese Philosophy (Fall)
See Department of History listings for description. **HIS PHL OTH** (Mr. Wyatt)

PA/HI 273 Confucius and Confucianism (Spring) (formerly PA 253)
See Department of History listings for description. **HIS PHL OTH** (Mr. Wyatt)

[PA 256 Topics in Japanese Philosophy]

[PA 310 Comparative Philosophy]

PA 311 Philosophy As A Way Of Life: Eastern And Western Perspectives (Fall)
In recent years Michel Foucault, Stanley Cavell, Pierre Hadot, and Alexander Nehamas have argued that in Greco-Roman antiquity and early Christianity, philosophy was regarded not primarily as a theoretical discipline, but as an

art of living or a way of life. This seminar will examine the idea of the philosophical life in both historical-comparative and contemporary contexts, reading recent works by Foucault, Cavell, Hadot and Nehamas, and also classic texts in the West by Plato, Epictetus, Marcus Aurelius, Augustine, Ignatius of Loyola, Rousseau, Emerson and Nietzsche, as well as classic texts in the East by Confucius, Mencius, Zhuangzi, and Buddhist philosophers. 3 hrs. lect./disc. **PHL HIS OTH** (Mr. Xiao)

SPECIAL TOPICS

[PA 209 Philosophy of Law]
PHL

PA/RE 232 Philosophy of Religion (Fall)
The first part of this seminar will be devoted to philosophical reflections on Christianity; we will first look at some classical arguments for the belief in God's existence, then we will turn to criticisms of this approach by Pascal, Hume, Kant, the early Wittgenstein, Kierkegaard and Nietzsche. The second part will be devoted to philosophical reflections on other religious traditions: Judaism, Islam, Confucianism, Taoism and Buddhism. We will focus on the question of how religion is still possible in an age of science and pluralism. We will read Hegel, Max Weber, William James, Freud, the later Wittgenstein, Lee Yearley, Robert Bellah, Richard Bernstein, and Tu Wei-min. 3 hrs. lect/disc. **PHL** (Mr Xiao).

PA 233 Aesthetics
Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in the various arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. **PHL EUR** (Mr. Spackman)

[PA/WS 234 Philosophy and Feminism]
PHL

[PA 280 Intermediate Logic]

PA/HI 319 Readings in the Philosophy of History (Fall) (formerly PA 231)
Even before the appearance of Georg W. F. Hegel's classic study *The Philosophy of History,* a heated debate was already being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be without or somehow "outside of" history? These are among the questions we will examine in this course as we read and deliberate on a wide variety of philosophies of history, while concentrating on the most influential versions developed by Hegel and by Karl Marx. **PHL HIS EUR** (Mr. Wyatt)

PA 356 Philosophy and the Environment (Fall)
In this course, we will examine several environmental issues from a philosophical perspective. We will be interested in what arguments can be provided to support particular views, but more important, we will try to identify the deep philosophical issues that underlie particular debates. For example, what is the basis for our determinations of value? We will also examine the challenges that large scale environmental issues present for particular philosophical theories. For example, how well can particular ethical theories handle certain environmental problems? Topics may include animal rights, wilderness preservation, biodiversity, attitudes toward nature, over-population, and economic arguments for the protection of the environment. (Previous course in philosophy or waiver) **PHL** (Ms. Grasswick)

[PA 361 Philosophy of Neuroscience]
PHL

SEMINARS
The department offers a junior and a senior seminar each year for its majors, open to other qualified students with a waiver. (See above "Seminar Requirement" for majors.) Topics are determined by the instructors. Some recent topics (which may or may not be offered again) are listed in brackets.

PA 406 Responsibility (Fall)
Moral responsibility is considered one of the defining features of personhood: persons, unlike nonpersons (such as animals, objects, and, possibly, some human beings) are moral agents and can be held accountable. We will look in depth at how philosophers have analyzed moral responsibility. What are the necessary conditions of moral responsibility? What role does free will play? Is moral responsibility distinguishable from the ideas of praise and blame? We will also examine attempts to expand the concept of responsibility beyond individuals by considering whether and how we share responsibility for the harms perpetrated by our communities. (Philosophy majors, others by approval) (Ms. Grasswick)

[PA 408 Enlightenment Philosophy]
EUR

[PA 411 Kant]

[PA 412 Hegel]

[PA 416 Contemporary Aesthetics]

[PA 417 The Philosophy of Cognitive Science]

[PA 418 Nietzsche and Greek Thought: Tragedy and Philosophy]
EUR

PA 419 Consciousness (Spring)
This seminar will focus on recent philosophical and neurophilosophical work on consciousness. We will read key foundational articles by such authors as Searle, Jackson, Nagel, Dennett, Flanagan, the Churchlands, and Chalmers. Our topics are likely to include the nature and function of qualia, the explanatory gap, methodological challenges in the study of con-

sciousness, and the neural correlate of consciousness. Readings will consist of journal articles in philosophy and cognitive neuroscience. (Approval required course.) (Ms. Ennen)

[PA 420 Love and Friendship in Greek Thought]

[PA 421 Social Epistemology]

PA 500 Independent Study (Fall, Spring)
Supervised independent research in philosophy. Admission by approval.

PA 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(See under Departmental Honors above).

RELIGION

Professors: Robert Ferm, John Keenan, Robert Schine, Katherine Sonderegger, Larry Yarbrough (chair); *Assistant Professor:* Rebecca Kneale Gould; *Visiting Assistant Professor:* William Waldron; Lecturers: Carol Bakhos; Walid Saleh

The Department of Religion offers students the opportunity to become acquainted with the major world religions and with religious approaches to a wide range of topics and questions. Though emphasizing the study of individual religious traditions, the religion faculty also offer courses that are comparative and interdisciplinary. In addition to its courses in Buddhism, Christianity, Hinduism, Islam, and Judaism, the department has special strengths in environmental, women's, and biblical studies, including courses in biblical Hebrew through the classics department.

Requirements for the Major: The major in religion requires satisfactory completion of 11 courses, including: (1) RE 110 and RE 120; (2) three additional courses, including a seminar, in one of the traditions or disciplines; (3) three electives chosen in consultation with the adviser; (4) RE 400 Seminar on the Study of Religion; (5) RE 500 Independent Research during the fall (or spring) term of the senior year; (6) RE 700 Senior Research for Honors Candidates or a second RE 500 Independent Research project designed in consultation with the student's adviser.

With permission, the following cognate courses may be credited toward the requirements for the religion major:

CL 105	Introduction to Hebrew
CL 206	Intermediate Hebrew
PA 232	Philosophy of Religion
PA 253	Confucianism and the Confucian Tradition in East Asia
SA 308	Sociology of Religion
SA 380	Anthropology of Religion

Joint Major: Students may design a major, joining religion and another area of study. For guidelines on developing a joint major, see the College Handbook.

Religion Minor: The religion minor consists of five courses, at least three of which must be in one of the traditions or disciplines listed above and include a 300-level seminar.

The Minor in Jewish Studies: (1) Any three of the following: RE 160 The Jewish Tradition, RE 260 Origins of Judaism, RE 261 Jewish Mystics and Philosophers, RE 280 Studies in Hebrew Bible/Old Testament, HI 350 The Jews in Modern Europe; plus (2) RE 360 Seminar in Jewish Thought.

Departmental Honors: At the end of their junior year, students who have maintained a B+ average in departmental courses may elect to become candidates for departmental honors. During the fall semester of the senior year honors candidates begin a research project (RE 500) under the direction of a member of the religion faculty. Upon the recommendation of the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the winter and spring terms. A grade of B+ on the thesis and a B+ average in other departmental courses are the minimum requirements for the awarding of departmental honors.

INTRODUCTORY COURSES

[RE 103 Introduction to Religious Meaning]
PHL

RE 110 Introduction to Western Religious Life and Thought (Fall)
An introduction to the major religious traditions of the West: Judaism, Christianity and Islam. **PHL** (Ms. Sonderegger, Ms. Bakhos, Mr. Saleh)

RE 120 Introduction to Eastern Religious Thought (Spring)
An introduction to the major religious traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through the selected scriptures and texts of each tradition. **PHL OTH** (Mr. Keenan, Mr. Waldron)

RE 130 The Christian Tradition (Fall)
An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues. **PHL EUR** (Ms. Sonderegger)

RE 140 The Hindu Tradition (Fall)
An introduction to the Hindu religious tradition, this course will trace the development of Hindu ritual, mythology, philosophy, and society from Vedic times to the present, with special reference to the law of karma, caste, dharma, women, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical Vedic and Pauranic literatures, major sectarian divisions, and diversity of local expressions. **PHL OTH** (Mr. Waldron)

RE 150 The Islamic Tradition (Spring)
A historical and thematic introduction to the Islamic tradition and the worldwide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni

and Shi'a; the formation of the traditions of Hadith and Shariah; Sunni schools of law and theology; diversity in Islamic faith and practice; and Islam in the West. **PHL OTH** (Mr. Saleh)

RE 160 The Jewish Tradition (Spring)
An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought—monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. **PHL** (Ms. Bakhos)

RE 180 An Introduction to Biblical Literature (Spring)
This course is a general introduction to biblical history, literature, and interpretation. It aims to acquaint students with the major characters, narratives, and poetry of the Jewish and Christian scriptures, with special emphasis on the ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281. **LIT PHL** (Mr. Yarbrough)

RE/HA 185 Art and the Bible (Fall)
An interdisciplinary examination of the biblical tradition as embodied in both the Old and New Testaments and as interpreted by a variety of major artists through painting, sculpture, prints, tapestries, and stained glass. By studying the work of art within its biblical and textual setting, we will explore the differences between biblical illustration and artistic interpretation. In addition to textual analysis, we will also consider the biblical work of art from a variety of broader perspectives, including historical, political, social, and autobiographical. **ART PHL EUR** (Mr. Wilson)

RE 190 Introduction to Ethics: Right Living in a Complex World (Spring)
This course will introduce students to the theory and practice of ethics using both an historical and a case-based approach. Beginning with the historical and theoretical "ground rules" of ethics, the course will then look at recent critiques and extensions of traditional ethics, paying particular attention to the ways in which religious commitments (and lack thereof) influence ethical decision making. Students will also examine the ways that gender, race, class, community values, and environmental concerns complicate classical ethical theory and current ethical practice. Using contemporary case studies as our focus, attention will be paid to the interplay of reason and emotion, tradition and change, religious and secular orientations, and the challenge and promise of living in a pluralistic society. **PHL** (Ms. Gould)

TEXT, TOPICS, AND TRADITIONS

RE 200-level courses are open to all students without prerequisite or permission.

RE 210 Theologies of Interfaith Dialogue (Fall)
This lecture course examines theologies of dialogue from diverse traditions. Discussion will center on arguments for and against three major approaches. Exclusivist thinkers exclude other traditions and regard their own alone as valid. Inclusivists try to include other traditions as lesser stages or versions of their own. Pluralists argue that a plurality of traditions are equally valid, differing only by virtue of cultural divergences. We will focus on the Mahayana philosophy of emptiness as a context for thinking about viewpoints in religion and dialogue. This approach would argue that there is no serviceable theological or philosophical perspective that can do justice to the differences of individual traditions, and that none is needed. Rather, the Mahayana notion of emptiness encourages all to see their own traditions, not as absolutes, but as cultural and historical traditions with their own power and truth. Authors to be read would include Paul Knitter, Maurice Wiles, Hakamaya Noriaki, and Nishitani Keiji. **PHL OTH** (Mr. Keenan)

[RE 220 The Buddhist Tradition in India]
PHL OTH

[RE 221 The Buddhist Tradition in Korea and Japan]
PHL OTH

[RE 222 The Tantric Tradition in India, Tibet, China, Japan]
PHL OTH

[RE 224 The Buddhist Tradition in Tibet]
PHL OTH

RE 225 Chinese Religions (Fall)
An introduction to the traditions of Confucianism, Taoism, and Buddhism as they developed in Chinese history. The course will examine the context and teachings of Confucius, Lao Tzu, and Chuang Tzu, and then move on to a consideration of the introduction of Indian Buddhism into China and its impact on Chinese patterns of thinking. The Buddhist traditions of T'ien-t'ai, Hua-yen will be examined, as well as the popular movements of Pure Land and Ch'an. **PHL OTH** (Mr. Keenan)

RE 230 Nature and Grace: An Introduction to Catholicism (Spring)
Catholic life and thought cannot be understood apart from Thomas Aquinas, but they cannot be restricted to him either. This course offers an introduction to Catholicism that examines Thomistic teaching on sacraments, human nature and perfection, the highest end of individuals and societies, and the moral life. In addition, we will read modern theologians, philosophers, and literary writers who bring this tradition into the contemporary world. Readings in the Summa Theologica, von Balthasar, Maritain, Rahner, Flannery O'Connor, Hopkins, Liberation theologians, mystics, and moralists. **PHL** (Ms. Sonderegger)

RE/RU 231 The Russian Religious Experience (in English) (Fall)
See Department of Russian for description. **HIS PHL OTH** (Mr. Katz)

RE/PA 232 Philosophy of Religion (Fall)
See Department of Philosophy listings for description. **PHL** (Mr. Xiao)

RE 233 Medieval Christendom and its Reformations (CW 10) (Spring)
This course examines the foundations of European Christianity, from the end of the Roman Empire to the end of Christian unity in the Protestant and Catholic Reformations. We begin when Europe was little more than a shadow in the great light of the Islamic empire to its east, and move from the theology under Charlemagne's court, to the rise of Christian high culture. Here we read some of the great saints and thinkers of Christian history: Anselm, Thomas Aquinas, Francis of Assisi, Hildegaard of Bingen. The late medieval period sees the rise of our culture: cities, nations and empires, and national churches. We read the intellectuals of this transformation: Luther, Calvin, Cranmer, Ignatius of Loyala, Theresa of Avilia. We end with the movements and innovations of late medieval Christendom: the rise of preaching orders, lay movements, the radical reformers and rebels, the feminism of early modern Europe. **PHL EUR** (Ms Sonderegger)

[RE 235 Christianity and Modern Culture]
PHL

[RE 250 Shi'a Islam]
PHL OTH

[RE 251 Islamic Mysticism]
PHL OTH

[RE 253 Islam in America]
PHL

RE/WG 259 Women in Islam (Fall)
This course offers a comparative and interdisciplinary perspective on the lives of women in Muslim countries. It starts with an examination of the status and rights of women in the classical tradition: the Qur'an, prophetic tradition, literature, and the Shari'ah. The course then traces the history of the modern feminist movement in Muslim countries and the current debate on women's rights in Islam. The issues covered include: sex segregation and veiling, education and work, legal reforms and their (in)effectiveness, and fundamentalism and the rise of Islamic feminism. The material for discussion includes novels, films, and documentaries. **PHL OTH**(Mr. Saleh)

[RE 260 The Origins of Judaism]
PHL HIS

[RE 261 Jewish Mystics and Philosophers]
PHL

RE 268 Literary and Cinematic Portrayals of the Jew (CW) (Spring)
In this course, we will explore portrayals of the Jew in medieval and renaissance literature, as well as in the literature and cinema of the modern period. We will discuss the topic of Jewish self-identification and the issue of how these depictions are inextricably bound to their religious, social and cultural settings. Works will include *The Merchant of Venice, Daniel Deronda*, excerpts from *Ulysses, The Counterlife, Portnoy's Complaint*, and *The Here and Now.* We will also read selections from Marx, Hirsh and Lessing. We will view *A Gentleman's Agreement, Crossfire, The Apprenticeship of Doddy Kravitz*, and *Annie Hall.* **PHL** (Ms. Bakhos)

[RE/HI 269 Jewish Nationalism]
PHL

RE 270 The Shaping of American Religious Life (Fall)
A study of historical sources of the Western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America and the impact of social and intellectual change in the late nineteenth and twentieth centuries. **PHL HIS USA** (Mr. Ferm)

RE 280 Studies in Hebrew Bible/Old Testament (Fall)
An introduction to the history, literature, and culture of ancient Israel. Topics to be addressed include: the narratives of Genesis, Exodus, the settlement, the monarchy, and the exile; legal traditions; worship; wisdom; and expectations for the future. Using modern critical methods, the course is designed to give the student an appreciation of the major issues related to the historical, literary, and religious significance of the Jewish Bible and the Christian Old Testament. **PHL HIS** (Mr. Yarbrough)

[RE 281 Studies in the New Testament]
HIS PHL

[RE 287 Greco-Roman Religions]
PHL

[RE/WG 290 Women's Religious Life and Thought]
PHL

[RE 292 Psychology of Religion]
PHL SOC

RE 295 Faith, Freedom, and Ecology (Fall)
This course will introduce students to some of the prevailing questions in environmental ethics, ecotheology, and the emerging field of ecocriticism. What is the proper relationship between humans, the natural world, and the divine? What is our moral responsibility to ourselves and to the planet? How do freedom and constraint play a role in our choices? Do men and women experience nature (and responsibilities toward nature) differently? Lectures and readings will approach these questions from a variety of philosophical, historical, and religious perspectives (primarily Western) and will include Jewish, Christian, feminist, pragmatist, scientific, and Native American voices. **PHL** (Ms. Gould)

SEMINARS IN RELIGION

RE 310 Contemplating the Millennium: Issues in Modern Religious Thought (Spring)
A study of apocalyptic writings and movements from different religious traditions. The topics to be discussed include:

apocalypse as a genre, apocalyptic communities, Messianic and Anti-Christ figures, and the relationship between apocalypse and utopian visions. Four case studies will be used to better understand these phenomena: Joachim of Fiore's legacy, Sabbatian movement, Cargo cults, and end-of-the-world Internet American cults. In addition, the course investigates the reasons behind the endurance of the apocalyptic paradigm and traces its influence on arts, ideology, and historiography. (Mr. Saleh)

[RE 312 Buddhist and Christian Enlightenment]

RE 315 Comparative Themes in the Study of Religion: Pilgrimage (Fall)
This seminar will take a careful look at the theme of pilgrimage across several religious traditions. What does it mean to be a pilgrim? What do certain kinds of pilgrimages tell us about a given religious tradition? What is the relationship between the norms of a religious tradition and a particular individual's experience of pilgrimage? Are there ethics and aesthetics of pilgrimage? Readings will be grouped around various kinds of pilgrimage (journeys to sacred cities, retreats into the wilderness, reenactments of sacred narratives) and will focus on pilgrims from Christian, Hindu, Buddhist, Islamic, and Native American traditions. (RE 100 or RE200 level course) **PHL** (Ms. Gould)

[RE 320 Seminar in Buddhist Philosophy: Middle-Way (Madhyamaka) School of Indian Buddhism] PHL OTH

[RE 326 Seminar in Buddhist Ethics] PHL OTH

RE 327 Seminar in Taoism (Spring)
An in-depth and careful reading of the Chuang Tzu and Lao Tzu, the most important of Taoist philosophical texts. The impact of Chuang Tzu on later Buddhist thought in China will be considered. The texts will be read together with modern commentaries. **PHL OTH** (Mr. Keenan)

[RE 328 Seminar on Japanese Religions]

[RE 350 Seminar in Islam]
OTH

RE 360 Seminar in Jewish Thought: Judaism, Philosophy and Politics: Three Thinkers (Fall)
A study of three thinkers, focusing mainly on the relationships between reason and revelation and between religion and politics. Maimonides' *Guide for the Perplexed* (1190), Spinoza's *Theological-Political Treatise* (1670) and Mendelssohn's *Jerusalem, Or on Religious Power and Judaism* (1783) will be the primary texts. Through these texts the seminar will follow the development of Jewish thought from Maimonides' reconciliation of the medieval Neo-Aristotelian world-view with Biblical thought; through Spinoza's critique of Maimonides, Judaism and religion in general; to Mendelssohn's use of Spinoza, his conception of Judaism as "revealed legislation", and his argument for religious toleration. **PHL** (Mr. Schine)

RE 370 Seminar in American Religious History (Fall)
The seminar will be structured around four topics: (1) the transformation of seventeenth century Puritanism into the nineteenth and twentieth century Gospel of Wealth; (2) the First Amendment and recent Supreme Court decisions on the serpentine "wall of separation between church and state"; (3) the Second Great Awakening (1790-1840) and its impact on religious life in the United States; (4) the "Religious/Political Right" in contemporary society. (RE270 or by waiver) **PHL HIS USA** (Mr. Ferm)

[RE 371 From Puritanism to the Gospel of Wealth] PHL HIS USA

RE 380 Seminar in Biblical Studies (Fall)
This seminar will focus on the gospels of Mark and John. After closely reading each of these works on their own, the possible relationship between them will be explored. Has the author of John written a gospel so different from Mark that we cannot imagine his knowledge of it? Or are similarities in their treatment of a number of issues (e.g., the "miracles") enough to suggest the author of John knew the earlier gospel? The seminar will begin with a review of methods in the study of the gospels and conclude with a survey of recent work on the historical Jesus. (RE180 or RE281) **PHL** (Mr. Yarbrough)

[RE 385 Seminar in Christian Origins]

RE/WG 391 Seminar on Women and Religion: South Asian Goddesses (Spring)
This year's seminar will focus on the theory and practice of the goddess within the Hindu and Buddhist traditions of South Asia. Focusing exclusively on these centuries-old traditions, we will examine how a large variety of spiritual beings in feminine form have been understood, portrayed, and worshipped in South Asia. We will also discuss, to a certain extent, traditions of female saints and the roles that they play within Hindu and Buddhist communities of South Asia as manifestations of the divine, as liberated beings, and as spiritual and moral models. **PHL OTH** (Mr. Waldron)

[RE 395 Religion, Ethics, and the Environment]

RE 400 Seminar on the Study of Religion (Fall)
This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. (Open to junior and senior religion majors or by waiver.) (Mr. Waldron)

RE 500 Independent Research (Fall, Winter, Spring)
(staff)

RE 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(staff)

LANGUAGES

CHINESE

Professors: John Berninghausen (chair), Clara Yu (Director, Center for Educational Technology); *Senior Lecturer:* Gregory Chiang; *Assistant Professors:* Thomas Moran, Carrie Reed; *Visiting Lecturer from Beijing:* L. Zhu.

The Department of Chinese offers language courses in standard Mandarin and courses in English on Chinese literature, culture, and film. The departmental curriculum is designed to prepare our students for studying, traveling, or eventually living and working in a Chinese-language environment. Many Middlebury students learning Chinese choose to spend one semester or all of the junior year studying advanced Chinese in China. Our language course sequence each year covers first-year through fifth-year levels of spoken/written Mandarin. Classical Chinese is offered annually as a two-semester advanced course taught entirely in Chinese. All our courses, whether language classes or literature-in-translation classes, seek to familiarize the student with China's very long history and cultural traditions.

Mandarin Chinese (*putonghua or guoyu*) is the official national language both in mainland China and in Taiwan. As the native tongue of more than 1.2 billion people, Chinese is the primary language for approximately one-fifth of the human race. Spoken and written Chinese is also widely used throughout Southeast Asia and in other parts of the world, where it has emerged as an increasingly important medium of cultural, educational, and commercial interaction.

Anyone interested in studying Chinese language at Middlebury is encouraged to begin as early as possible. Most of our beginning students have ***not*** previously studied Chinese and our elementary course is designed to meet the needs of students with no prior background. We also welcome and do our best to accommodate the needs of students who have previously studied Mandarin or who have grown up in a Chinese language/cultural home environment. All such students are urged to consult with the departmental faculty prior to registration.

In general, it is advantageous to begin their study of Chinese with CS 101 in a student's first fall semester on campus. The first year sequence, Beginning Chinese (CS 101, CS 102, CS 103), is offered each year commencing in the fall term. February first-year students who have not previously studied Chinese are encouraged to start CS 101 in their second semester on campus, i.e., in the fall term, and then to follow up on their first year of Chinese language study by taking CS 201-202 in the summer immediately following.

Courses Taught in English: Our courses offered in English that introduce Chinese literature, culture, and cinema (e.g., CS 130, CS 216, CS 220, CS/TH 250, CS 325, CS 330, CS 340 & CS/LS 360) do not require any background in Chinese language (although there usually are a few prerequisite courses for 300-level courses).

Middlebury's Chinese School Each Summer: Intensive language courses are available each summer at Middlebury's renowned Chinese School. Accelerated progress equivalent to a regular two-semester course taken during the academic year may be achieved by enrolling in this nine-week session, during which students and faculty live in the same Chinese language dormitory, take meals together, and communicate exclusively in Mandarin, whether in the classroom or outside of class. For all students studying Chinese, a summer of concentrated study at the second-, third- or fourth-year level in the Chinese School is strongly recommended, especially prior to study abroad in China.

Study in China/Taiwan: Eligibility to study Chinese abroad during the junior year requires that the student will have completed at least four semesters at Middlebury including no less than four semesters of Chinese language training or the equivalent, i.e., through the end of CS 202, with an average grade of B or better. Completion of CS 301 or more Chinese language study before study in China, Taiwan, Hong Kong, or elsewhere, is highly recommended, as is one summer in the Chinese School. (For study at any non-Middlebury Chinese language training program overseas, prior approval must be granted by the Programs Abroad Committee [PAC] and the Chinese department with credit to be determined by the Chinese department. Unless informed otherwise by the Chinese department, students returning from overseas study at a PAC-approved program should expect to take exams in written and spoken Chinese in order to determine the number of credits to be granted.) Some Chinese language students choose to study in China and/or Taiwan for two semesters or in the fall, but the largest number elect to go overseas for the winter and spring terms of the junior year. (Students who decide to study advanced Chinese overseas in the fall semester and then to return to Middlebury in the winter or spring term of their junior year may encounter some difficulties, i.e., the absence of a Chinese language course appropriate to their needs; prior consultation with the department chair in advance of their departure for China or Taiwan is strongly encouraged.)

The Major in Chinese Language, Literature, and Culture: Satisfactory completion of CS 101, CS 102, CS 103, and one Chinese literature course qualifies a student for admission to the full major or joint major in Chinese. Students majoring in Chinese are expected to have completed at least two Chinese literature courses and CS 360 prior to the fall and winter term of the senior year during which they write the senior thesis. Courses directly related to China offered outside the Chinese department, e.g., courses in Chinese history (especially HI 231 Imperial China), history of art, film, religion, literature (especially LI 101), geography, anthropology, political science, economics, etc. may be recommended by the student's adviser. (The Chinese major, whether a full or joint major, is not intended for native speakers/readers of Chinese.)

Courses required for the full major in Chinese are: CS 101, CS 102, CS 103; CS 201, 202; CS 301, CS 302 (or equivalent), two literature in translation courses selected from CS 130, CS 216, CS 220, CS /TH 250, CS 325, CS 330 or CS 340 including either CS 325 or CS 340, CS/LS 360, CS 411, CS 412, and CS 475 plus two other courses in Chinese literature, film and culture plus one 300- or 400-level course in literature and culture taught entirely in Chinese (often taken while studying abroad and prior to enrolling in CS 411, CS 412 and CS 475). At least one of the literature in translation courses must focus on premodern Chinese literature and culture (e.g., CS 130, CS 216, or CS 325) and at least one other

must focus on twentieth century literature, culture, and film (e.g., CS 220, CS 250, CS 340). In consultation with the department chair and the student's own adviser, one of these Chinese literature-in-translation courses should involve a substantial research paper (e.g., CS 325 or CS 340) and should be completed prior to writing the CS 500 or CS 700 senior work. CS/LS 360, the required junior/senior seminar on literary theory and criticism, if at all possible should likewise be completed before writing the senior thesis or essay.

Senior Independent Work: All students taking a full major in Chinese are required to do senior independent work: (a) an honors senior thesis (CS 700) or (b) a one-semester senior essay (CS 500) or (c) a one-semester senior translation project (CS 500). For those students who wish to pursue departmental honors (see "Departmental Honors" below), there is the option of doing a senior thesis, CS 700, in the fall and winter term of their final year. Joint majors in Chinese, while not required by this department to do senior independent work, are encouraged to do a senior project, essay, or thesis, combining their training in the two fields of study from their joint major wherever feasible. Any independent senior work, whether a thesis, an essay, or a translation project, must include a major focus on reading and working with primary sources in Chinese.

The Senior Honors Thesis: Students majoring in Chinese (double or joint) who have already completed CS 302 or higher level Chinese language study, who have already completed at least two Chinese literature/film or culture courses including either CS 325 or CS 340, and who have an average of B+ or better in all their Chinese courses are encouraged to apply in writing to the department chair no later than the end of the first week of the fall term of their final year for permission to write an analytic senior thesis (eligible for departmental honors) in Chinese literature, film or culture CS 700 during the fall and winter terms. They must submit an acceptable written proposal with a detailed outline and bibliography of sources in Chinese and in English by the end of September.

At least one copy of the thesis or project is to be turned into the primary thesis or project adviser no later than noon on the final day of classes. For each senior thesis submitted on time, a one-hour oral thesis defense will be scheduled sometime during the first half of the spring term. At least two members of the department (i.e., the primary adviser and the secondary adviser/reader) shall be present and participating. (When appropriate, a colleague from another department may be invited to serve as a third reader and/or to attend the thesis defense.)

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102, CS 103, CS 201, CS 202, CS 301, CS 302 (or equivalent); one course among CS 400, CS 411, or CS 425; three literature/culture courses at least two of which are to be chosen from the following courses taught in English: CS 130, CS 216, CS 220 , CS 240, CS/TH 250, CS 330, CS 325, CS 340 and one of which is to be a Chinese literature course taken in Chinese (probably during study abroad and subject to prior approval by the department chair); plus either CS 412 or CS 475.

Minor in Chinese: Satisfactory completion of CS 302 or equivalent plus three courses in Chinese literature/film/culture at least two of which are chosen from among CS 130, CS 216, CS 220, CS/TH 250, CS 325, CS 330, CS 340 or CS 475 and one of which may be taken during study abroad (subject to prior approval by the department chair.)

Departmental Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.35) or higher in all courses taken within the Chinese department's major (including courses taken in the Chinese School's summer intensive program), as well as completion of an analytic senior honors thesis handed in on time and graded B+ or better. (In rare cases the department may decide to award departmental honors for successful completion of an exceptionally impressive senior essay or translation project submitted on time providing the student also is carrying an overall average of B+ or higher in Chinese courses.) High honors will be granted for an overall grade point average in all Chinese language and literature courses of 3.5 or higher in combination with a senior thesis of A- or better. Highest honors are reserved for students who earn a grade of A or better on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental course work. (A senior thesis turned in the first day of spring semester will be accepted, but a late thesis will not qualify for departmental honors or for an oral defense.)

CS 101 Beginning Chinese (Fall)
An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua*). The course begins with simple words and phrases, the pronunciation and cadences of Mandarin, romanization, Chinese characters, and simple vocabulary items, all taught in the context of practical communication. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both the traditional characters and the simplified characters used in mainland China. Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have achieved active command of more than 600 Chinese characters and more than 800 compounds by the end of the sequence CS 101, CS 102, CS 103. **LNG** (Mr. Berninghausen, Mr. Moran, staff)

CS 102 Beginning Chinese (Winter)
A more intensive continuation of CS 101. (CS 101 or equivalent) **LNG** (Ms. Moran, Mr. Chiang)

CS 103 Beginning Chinese (Spring)
A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. Toward the end of this semester students will read *Huar shang de mei ren* (*Lady in the Painting*), a short book written entirely in Chinese. (CS 102 or equivalent) **LNG** (Mr. Moran, Ms. Zhu)

[CS 130 The Chinese Literary Tradition (in translation)]
Next offered in spring, 2001

CS 201 Intermediate Chinese (Fall)
This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CS 101, CS 102, and CS 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202, which follows CS 201 directly, students should be able to read and write

approximately 1,200 characters. (CS 103 or equivalent) **LNG** (Ms. Reed, Ms. Zhu)

CS 202 Intermediate Chinese (Spring)
A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201) **LNG** (staff)

CS 216 Traditional Chinese Fiction in Translation (Fall)
Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West*, *The Dream of the Red Chamber* (also known as *The Story of the Stone*) and the erotic *Plum in the Golden Vase*. This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature, and various narrative structures, modes of characterization, and style typical of Chinese fiction. **LIT OTH** (Ms. Reed)

CS/TH 250 Contemporary Chinese Cinema (Spring)
Chinese cinema has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth and sixth generation film makers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries and the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." Films we may view and discuss include Zhang Yimou's *Raise the Red Lantern;* Chen Kaige's *Farewell My Concubine*; Huang Shuqin's *Woman, Human, Demon;* Hou Hsiao-hsien's *City of Sadness;* Ts'ai Ming-liang's *Hole;* John Woo's *The Killer,* and Wong Kar-wai's *Fallen Angels.* (No prerequisites; some familiarity with modern Chinese studies or film studies useful) **ART OTH** (Mr. Moran)

CS 301 Advanced Chinese (Modern Chinese) (Fall)
This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for the occasional recourse to English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* with supplementary readings from newspapers, magazines, and other documents. (CS 202 or equivalent) (Ms. Zhu, Mr. Chiang)

CS 302 Advanced Chinese (Modern Chinese) (Spring)
A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (If due to study abroad patterns only two or three students enroll, this may be offered on a tutorial basis.) (CS 301 or equivalent) (staff)

[CS 320 Twentieth-Century Chinese Literature, Art, and Politics]
Next offered in the fall, 2000]

CS 325 Traditional Chinese Poetry (in translation) (Spring)
This course introduces the basics of Chinese poetics and explores interconnections among a wide variety of Chinese poems. The works to be studied in this course belong to a vibrant poetic tradition spanning more than two thousand years. Among the poems we will read are folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads of love, war, friendship, loss, and separation. This course will include a wide range of memorable landscape, travel, romantic, and metaphysical poems by some of the greatest creative geniuses who ever expressed themselves in verse: Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo, Li Qingzhao, etc. We will analyze poetic expression ranging from relatively free-form verse to poems following strict formal conventions. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, but students will be encouraged to use other critical approaches. (Two Middlebury literature courses or one Middlebury literature course plus one course on China, including any Chinese language course, especially CS 130) **LIT OTH** (Ms. Reed)

[CS 330 Women in Chinese Literature]

CS 340 Contemporary Chinese Literature and Culture (in translation) (Fall)
A seminar centered on an in-depth examination of developments in Chinese literature over the past two decades, a time of tumultuous change in the Chinese cultural world. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of experimental and popular fiction from mainland China during the 1990s. We will also take up examples of recent writing from Taiwan, Hong Kong, and the Chinese diaspora. This course will include consideration of the various ways important events in China since 1949 have been remembered, imagined, and given meaning. This seminar will also investigate some crucial controversies in contemporary China (about national identity, for example) and look at how such controversial issues have been disseminated and contested. (CS 130, CS 216, CS 220, HI 332, PS 220, SA 335, or permission of the instructor) **LIT OTH** (Mr. Moran)

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, Marxist, feminist, postmodern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Sophocles, Coleridge, Lu Xun, Natsume Soseki, Henry James, Borges, Kafka and others. Narrative prose fiction is the main focus. Limited enrollment, priority for seniors and juniors. (Prior completion of four semesters of college study and of at least three college-level literature courses strongly recommended (including LI 101 or EL 203), priority enrollment given to seniors and juniors majoring in CS and LS, or obtain instructor's approval in advance.) (Mr. Berninghausen)

CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese) (Fall)
This course is designed to improve further language competency in highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials with the emphasis placed upon business and journalistic Chinese. (CS 302 or equivalent) (Mr. Chiang)

CS 411 Classical Chinese I: Introduction to Wenyan (in Chinese) (Fall)
A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese, and compositions that highlight the interaction between wenyan and baihua will be included. All lessons will be accompanied by language laboratory tapes. For most Chinese majors, and for many advanced Chinese language students, this two-semester sequence of Classical Chinese will be an important advanced language learning experience in the senior year. (CS 302 or equivalent) (Mr. Chiang)

CS 412 Classical Chinese II: Introduction to Wenyan (in Chinese) (Spring)
A continuation of CS 411. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts, as well as a few examples of wenyan and semi-wenyan writings. (CS 411) (Mr. Chiang)

CS 425 Senior Seminar on Contemporary Chinese Culture and Language (in Chinese) (Fall)
A survey of materials written in modern Chinese chosen from Chinese scholarly journals and newspapers focused on the cultural, political, economic, and social issues of contemporary China. This seminar will explore the period since the founding of the People's Republic of China (1949), and will engage certain crucial issues associated with "modernization" in the mainland. Emphasis will be given to developing further the student's ability to listen to and to discuss complex issues in Mandarin while also advancing proficiency in reading and writing. Oral reports and written compositions will be integral to the course's requirements. (CS 400 or equivalent) (Ms. Zhu)

CS 475 Senior Seminar on Chinese Fiction (in Chinese) (Spring)
A capstone literature course for all Chinese majors and for others who have attained a high level of Chinese language proficiency. Students will read a wide selection of representative works of major modern writers of China, Taiwan, and overseas Chinese communities. (Readings, discussion, and critical writing in Chinese) (Mr. Chiang)

CS 500 Senior Essay or Translation Project (Fall, Winter)
(staff)

CS 700 Senior Thesis (Fall, Winter)
(staff)

See also international studies major, East Asian studies track with Chinese language specialization.

French

Professors: Edward Knox, Bethany Ladimer (on leave academic year), Nancy O'Connor (at Middlebury in Paris), Carol Rifelj; *Associate Professors:* Charles Nunley (on leave academic year), Paula Schwartz; *Assistant Professors:* Armelle Crouzières, Brigitte Humbert; *Visiting Assistant Professor:* Mireille Barbaud-McWilliams, Richard Meadows; *Visiting Lecturers:* Michel Gabrielli, Huguette Knox

We seek to develop in all our students an active command of the French language, which gives them access to French and Francophone cultures and thought. In turn, these cultures offer new perspectives on their own. Students may go on to study in France or other Francophone countries and may choose to major in French or in European studies with a French emphasis. Through our program, French majors and minors gain familiarity with French literature, history, and culture. Most incoming first-year students who have studied French previously are placed in FR 203 or FR 205, according to their background and ability in French. Beyond FR 205, courses in civilization, literature, and further language study are available at the 200 level and advanced levels (300 and above).

Major Programs:

Required for the Major in French: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FR 210, FR 220, FR 221, or specified courses in Paris; or FR 434 in the Middlebury summer French School when offered

II. One course in contemporary French or Francophone civilization: FR 230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered

III. One course in French history: In Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or other equivalent

IV. Three advanced courses in literature or civilization, of which two must be in literature

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FR 500, FR 700)

Other courses counting for the major include: (1) At the Vermont campus: FR 205, FR 255, FR 341, FR 345, FR 402, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer 300- and 400-level courses. (2) In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with a College Board AP score of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FR 210 or above; students with an AP score of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FR 220 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disci-

plines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 300 or 400 level.

During the senior year, majors must take at least two advanced courses in French at Middlebury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year in addition to senior work, to be defined. The joint major may include courses taken at the School in France (maximum of three from the semester, five from the full-year program, may count towards French).

Required for a Minor in French: Minimum of five courses, FR 205 and above, including at least two introductory courses (FR 220, FR 221, FR 230) and at least one course in literature or civilization at the 300 level or above. The minor may include French courses taken at the School in France (maximum of two from the semester program, three from the full-year program).

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FR 500 or FR 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

International Studies Major with French: Along with other required courses and senior work as described in the international studies major section, completion of the French language component requires: (1) proficiency in French (a minimum of one of FR 220, 221, 230, or work in the French summer school; (2) at least one semester, and preferably a year, at the Middlebury College School in France; and (3) one or more courses at the 700 level, or senior independent work, upon return from Paris.

European Studies Track, International Studies Major: French courses fulfilling components of this track are: (1) Language proficiency (see above); (2) regional specialization: choose from FR 230, 341, 330, 333, 349 or others at Middlebury in Paris, 385, 704; (3) disciplinary specialization: FR 220, 221, 230, courses at 300 level at Middlebury and in Paris, and courses at 700 level; (4) study abroad, at least one semester, at the Middlebury College School in France; (5) senior work, one or more courses at the 300 level upon return from Paris.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons for not spending the full year in France may be considered for the semester program. Students interested in studying abroad who are double or joint majors, international majors, international studies program majors, or who plan on participating in the teacher education program should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may count two courses from the semester program and three from the full-year program toward a minor in French. They should, in any event, contact the French foreign study adviser before registering for their sophomore year.

Please note that courses at the Institut d'Etudes Politiques are available only to full-year and fall semester students.

The following are just a few of the courses available through the Middlebury program for juniors in Paris over the last few years:

Université de Paris III - Sorbonne Nouvelle (mostly semester courses):

Introduction à l'analyse linguistique
Introduction à la poétique des textes
Le mythe de Tristan: récits brefs et romans
Romanesque, aventure et passion au XVII^{e} siècle
XVIII^{e} siècle: la naissance de l'individu
XIX^{e} siècle: Le mythe de Napoléon
Le Conte fantastique à l'époque romantique
L'Imaginaire de la mer aux XIX^{e} et XX^{e} siècles
XX^{e} siècle: Le Mythe d'Orphée
Poésie et réalité au XX^{e} siècle
La littérature française de l'entre-deux-guerres
Littératures francophones: le Canada (Québec, Acadie)
Le roman africain et la narrativité
Littérature francophone dans le monde arabe
Histoire du théâtre
Littérature, théâtre et cinéma
Initiation à l'analyse de films
Problématique historique de l'intégration européenne
Problématique de l'intégration économique européenne
Mémoire de France, mémoire d'Europe
La France politique au XX^{e} siècle
La France dans l'Europe et dans le monde

Instruction in English:

Time and the Novel (Hawthorne, *The Scarlet Letter;* James, *The Ambassadors)*
Literature, Myth, and Language (Twain, *The Adventures of Huckleberry Finn;* Morrison, *Beloved)*
Time and Poetry: (Donne, *Poems;* Eliot, *The Waste Land)*
Transgression and Traditions in the Novel (Sterne, *Tristram Shandy;* Dickens, *Bleak House)*

Institut d'Etudes Politiques de Paris (semester courses)

France (1880-1990): Histoire d'une nation politique (fall)
Théorie des relations internationales (fall)
Les Méthodes et les données de la macroéconomie (fall)
La Vie politique française sous la V^{e} République (fall)
Etudes comparées des sociétés d'Europe occidentale (fall)
Histoire de l'Europe: concordances et discordances (spring)
L'Union Européenne: enjeux et perspectives (spring)
Les Grands Problèmes économiques contemporains (spring)
Comportements politiques en Europe (spring)
Les transformations de l'Europe centrale et orientale (spring)

Faculté Libre d'Économie et de Droit (semester or year courses)
Théorie et pratique de l'économie internationale (year)
Organisation de l'économie (fall)
Relations économiques internationales (fall)

Institut d'Etudes Économiques et Sociales (semester course)
Introduction à l'Islam et aux problèmes du Moyen-Orient (spring)

Middlebury in Paris — Reid Hall (semester courses)
Langue et société
Pratique des discours écrits
Architecture et urbanisme de Paris
Histoire de France: de l'Absolutisme à la Révolution et à l'Empire
Histoire de France: 19e et 20e siècles La France et l'Europe
Les Relations Franco-Africaines
La France et l'Europe
Renaissance, Baroque, Classicisme: l'art en France 1515-1715

Students planning to participate in the program in Paris must have completed two full years of college credit by the time they undertake their study abroad; they must have successfully completed at least one course beyond FR 205 by the time they arrive in Paris; and they must have an overall average of at least B- and an average in their major and in French of at least B. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31, if possible, directly to the Office of Off-Campus Study (Sunderland 129).

Courses in English

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 120 Women Writers in France]

FR/IS 449 Imperialism and Culture (Fall)
See International Studies listing for course description. This course is equivalent to IS 449 and HI 449. Register for this course under IS 449. (Mr. Knox, Mr. Barrow)

[TH 241 French Cinema (In English)]

FR/WG 225 Women and Fascism (Fall)
(See Department of Women's and Gender Studies for course description.) **HIS EUR** (Ms. Schwartz)

Courses in French

FR 101 Intensive Beginning French (Winter)
An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not previously studied French. It does not fulfill the foreign language distribution requirement. Students are expected to continue with FR 102 after successfully completing FR 101. (Ms. Humbert, Mr. Meadows)

FR 102 Beginning French (Spring)
Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101) (Mr. Meadows)

FR 203 Intensive Intermediate French (Fall, Spring)
An active and intensive review of French grammar for students having had good beginning-level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement) **LNG** (Ms. Humbert, Ms. Rifelj)

Prerequisites to the Major

FR 205 Toward Liberated Expression (Fall, Spring)
A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FR 203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. **LNG** (Ms. Crouzières, Ms. Knox, Ms. Humbert, Ms. Schwartz)

FR 210 Identity in French Literature (Fall, Spring)
Exploration of differing views of the self, society, and the world in major works of French poetry, drama, and prose. This course is designed to develop students' ability to read and criticize literature in French, as a transition from FR 205 to more advanced literature courses. **LIT EUR** (FR 205 or by placement) (Ms. Barbaud-McWilliams, Mr. Knox)

[FR 220 Introduction to the Study of French Literature I: Between Self and Society]

FR 221 Romanticism-Modernism (Fall, Spring) (CW 15)
The nineteenth and twentieth centuries were marked by social and political revolutions and by literary and artistic movements that changed our attitudes to art and to ourselves, including romanticism, realism, symbolism, surrealism, and existentialism. We will study literary texts, artistic and philosophical movements, and the social circumstances that conditioned them. Close readings of the texts (including prose, drama, and poetry) will develop critical vocabulary and writing skills. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre and Francophone writers. We encourage students to take FR 210 before this course, but they are not required to do so. (FR 205 or placement; third- and fourth-year students by waiver only) **LNG LIT EUR** (Mr. Meadows, Ms. Crouzières, Ms. Barbaud-McWilliams)

FR 230 Introduction to Contemporary France (Fall, Spring)
An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the po-

litical structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205; students may not take this course in their first semester at Middlebury; third- and fourth-year students by waiver only.) This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School. **SOC LNG EUR** (Ms. Schwartz, Ms. Knox)

Language, Literature, and Civilization

[FR 255 Improving Writing in French]

[FR 341 French Cinema]

[FR 345 The Reciprocal Gaze: French and American Perspectives of Each Other]

[FR 348 May 68: Politics, Culture, Memory]

[FR 361 French Classical Theatre]

[FR 362 Novels in Letters]

[FR 363 Classicism and Baroque]

[FR 365 Literature and Society in the Ancien Régime]

FR 373 Prose and Cons: Literature and Criminality (Fall)
This course will investigate the relationship between literary innovation and criminal transgression. Does the author use the criminal (or the judge) to represent him- or herself? How does literary "author-ity" both resemble and differ from legal authority? How do different criminal activities—theft, murder, counterfeiting, etc.—relate to literary activities? Does the author use the criminal's marginalized point of view to critique society? How does the depiction of women's criminality differ from that of men's? Readings may include works by Hugo, Balzac, Baudelaire, Barbey d'Aurevilly, Villiers de l'Isle-Adam, Huysmans, Gide, Sartre, Genet, and Cixous. (FR220 or FR221). **EUR** (Mr. Meadows)

[FR 375 The Individual in Society in the Nineteenth-Century Novel]

[FR 376 Nineteenth-Century French Poetry]

[FR 377 Short Stories and Novellas in the Nineteenth Century: "Madness and Reason"]

FR 379 Poetry and Painting in France: 1850-1950 (Fall)
In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 220 or FR 221) **ART LIT EUR** (Ms. Barbaud-McWilliams)

[FR 380 The Twentieth-Century Novel from Proust to Duras]

FR 381 From Novel to Film (Spring)
This course proposes to examine the transfer of selected French or Francophone novels to the screen. We will study each novel and then view the film(s) that it inspired. Through comparison, we will address structures, techniques, and limits of the two media as well as expand our understanding of the novel. Selected works may include novels by Diderot, Laclos, Flaubert, Zola, Gide, Camus, Duras, Hémon, Robbe-Grillet, Jean, and films by Bresson, Vadim, Renoir, Chabrol, Clément, Carné, Delannoy, Resnais, Duvivier, Deville. (FR220 and/or FR221 or equivalent). **ART** (Ms. Humbert)

[FR 382 Living Literature, Writing Life: Autobiography in the Twentieth Century]

[FR 385: Writing "France": Questions of Identity in Popular French Fiction]

FR 387 French Twentieth-Century Theatre Revisited (Fall)
This course will deal with the most important trends and facets of French drama throughout the twentieth century. Three or four major plays will be studied. Emphasis will be placed on their intrinsic theatrical value, their political or historical context, their poetic aspects, as well as their relevance to language. Through our study of these plays, we will try to imagine what will be the tendencies of French theater at the beginning of the twenty-first century. (FR220 and/or FR221 or equivalent). **ART** (Mr. Gabrielli)

[FR 392 Denunciation and Literature: The Awakening of the Maghreb]

[FR 395 Women's Voices from the Francophone World]

FR 396 (Re)Constructing Identities: Francophone Colonial and Postcolonial Fiction (Spring)
This course will focus on major works written in French by writers from North Africa, sub-Saharan Africa, and the Caribbean. We will explore the complex (re)construction of identities through fiction writing as it evolves from traditional folktale to political criticism, and as it shifts from colonial alienation to post-colonial disillusionment. We will also examine the emergence of cultural blending or "métissage". (FR 220 or FR 221) **OTH** (Ms. Crouzières)

[FR 402 Study and Production of a Play]

FR 500 Independent Project (Fall, Spring)
Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken.

FR 500 projects or essays proposed by senior majors for departmental honors. (Approval required by the department as a whole. See requirements above.) (staff)

FR 700 Senior Research (Fall, Winter, Spring)
For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects. (Approval required by the department as a whole. See requirements above.) (staff)

FR 704 Constructing "France" (Fall)
What do we mean by "France"? Individual and collective exploration of differences and commonalities, drawn primarily from the social, political, and cultural realms. We will also make reference to national mythology, history, ethnography, and comparison to the U.S. Students will be responsible for both continuous group participation throughout and substantial individual work. (Senior majors or by waiver) (Mr. Knox)

FR 705 Reflections: Writing and the Self (Spring)
"Chaque homme porte la forme entière de l'humaine condition," writes Montaigne. Yet each person is an individual, and writers from Montaigne to Annie Ernaux have explored their own lives in their writing. These explorations take many different forms, from Madame de Sévigné's letters to the confessional poetry of the Romantics, from Rousseau's *Confessions* to the autobiographical novels of Proust and Duras. We will look at examples of these autobiographies, self-portraits, and "autofictions" from the sixteenth century to the present to see what they show us about the authors, the society of their times, and ultimately ... ourselves. (Senior majors or by waiver) (Ms. Rifelj)

GERMAN

Professor: Michael Geisler (at Middlebury in Mainz); *Assistant Professors:* Roman Graf (chair), Bettina Matthias, Vanessa Van Ornam (on leave 1999-2000); *Lecturer:* Constance Kenna;; *Visiting Instructor:* Caroline Schaumann

The Department of German provides its students with a thorough training in German language and culture, enabling them to interact freely and easily with German native speakers in all areas of linguistic competency. Students will acquire a fundamental understanding of the social and cultural forces that have shaped German society, as well as the basic skills required for cultural and intercultural analysis.

The integration of the Middlebury program in Germany with the curriculum of the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to take eight courses above the 200 level, including at least two courses at the 400 or 500 level during their senior year. These must include a senior seminar or project, or honors work. At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting at or above the 200 level. At least three of those courses must be at the 300 level. First-year students who place above the 200 level in the placement test must take at least one 400-level course as part of their minor. One course may be satisfied through advanced placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

MIDDLEBURY IN GERMANY

The Middlebury School in Germany is located in Mainz, state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasenacht*, celebrated each year in mid-February, is famous throughout Germany for its colorful parades.

The Middlebury School in Germany is open to all qualified students, German majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year.* Prospective participants in the Mainz program must have completed *at least two courses beyond the 200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

Since Middlebury is directly affiliated with Mainz University, a broad range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their adviser, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German or toward another major. Final determination of which courses may be

counted toward the German major will be made by the department chair in consultation with the director of studies in Mainz.

The following courses were among those offered by various departments at Mainz during recent years. While the German department cannot guarantee that each of these courses will be available to Middlebury students on a regular basis, they serve as representative examples of the kinds of offerings students may expect:

Lecture Courses

The Constitution of the Federal Republic of Germany: An Introduction
A History of Germanic Linguistics
Goethe
Thomas Mann: His Life and Work
Mozart's Operas
"The Other World": Cinema and the Fantastic
A Cultural History of the Holy Roman Empire

Undergraduate Seminars

The Political System of the Federal Republic of Germany
International Relations
Crime Stories
German-Jewish Authors after 1945
The City
The Thirty Years' War
Economic Reconstruction in West Germany: 1945-1955
Music and Nature
The German *Lied* in the Nineteenth Century

GN 101 Beginning German (Fall)
Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet five times a week. Students take GN 102 as their winter term course. **LNG** (Mr. Graf, Ms. Kenna)

GN 103 Beginning German (Spring)
Continuation of GN 101 and 102. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Five class meetings per week. (GN 101 plus winter term GN 102 or equivalent) **LNG** (Ms. Kenna, Ms. Matthias)

[GN/WG 121 Growing Up Female (in English)]

GN 201 Intermediate German (Fall)
The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary, as well as nonliterary, texts. (GN 103 or equivalent) **LNG** (Ms. Kenna)

GN 202 Intermediate German (Spring)
The course format is the same as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. **LNG** (Ms. Schaumann)

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 303 Advanced Writing Workshop]

GN 308 Coming to Terms with Nazism? (Fall)
One of the most important tasks of postwar Germany is to confront Hitler's legacy. How could a highly developed civilization such as Germany have fallen into the barbarism of the Third Reich? Drawing on literature from the 1945 "Zero Hour" to present discussions surrounding the Holocaust memorial in Berlin, this course presents representative examples of *Vergangenheitsbewältigung* ("coming to terms" with the past). We will examine texts by different generations of German writers (Borchert, Wolf, Weiss, Schlink), and trace the psychological, historical, and political debates on Nazi Germany (Alexander and Margarete Mitscherlich's *Inability to Mourn*, the Historians' Debate, and the German reception of Goldhagen's *Hitler's Willing Executioners*). **LIT EUR** (Ms. Schaumann)

[GN 310 German in Its Cultural Contexts]

[GN 311 German Culture since World War II]

[GN 312 German Mass Media]

[GN 313 How Grim Are the Grimm Brothers? Rereading Fairy Tales]

[GN/TH 314 German Cinema (in English and in German)]

[GN 318 From Heidi to the Swatch: Switzerland, Its Myths and Realities]

[GN 321 Business German and German Business]

[GN 323 Modern German Novel (in German)]

[GN 330 Rethinking Literature]

[GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English)]

GN 335 From Whence Does This Sound of Music Come?—Austria In and Through the Arts (Fall)
What comes to mind when Austria is mentioned? *The Sound of Music* and the von Trapps? Mozart and the waltzes of Strauss? There is much more to this Alpine state. The goal of this course will be to discover Austria's importance in shaping European and Western culture in literature, music, the arts, and philosophy to this day. A survey of the Hapsburg Empire and modern Austria will provide the backdrop for our reading of texts in and through which the image of Austria has been formed

over the centuries both in Austria and abroad. Special emphasis given to the Austrian-Hungarian Empire and Vienna from 1850-1914. **LIT EUR ART** (Ms. Matthias)

[GN 401 The Age of Classicism]

[GN 403 From Weimar to Hitler]

[GN 406 Romanticism]

[GN 410 German Lyric Poetry]

[GN 412 The Berlin Wall: Then and Now]

[GN 415 Heimat and German Identity]

GN 417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (Spring)
In this course we will look at the German musical-literary landscape in the ninteenth and early twentieth century with special emphasis on forms that merge music and literature (the "Lied," the "Kuenstlernovelle," the musical poem, opera). Eighteenth century aesthetics prepared the ground for a new approach to artistic production, and the nineteenth century witnessed an intense experimentation with the limits and possibilities of various artistic media and a deep concern with the (social) status of the artist. Taking a closer look at these "mixed" genres will provide insights in the development of the aesthetics of music and literature in the nineteenth century. (Ms. Matthias)

[GN 420 "America" in the German Imagination]

[GN 421 Modern German Drama]

[GN 422 Post-World War II Drama]

[GN 425 Making Gender, Making History: Constructing Femininities and Masculinities in Nineteenth-Century Germany]

GN432 Freud, Jokes, and the German Comedy (Fall)
Comedies in German literature are rare. Germans, it seems, are not especially well known for their sense of humor, but why is this so? Drawing on Freud's essay "Jokes and Their Relation to the Unconscious" (1905), we will discuss the function of jokes and humor to question traditional notions of the comic and to develop a broader definition of the genre of comedy. Readings from Lessing, Kleist, Schnitzler, Sternheim, and Jelinek will help us to problematize the "happy ending" as a characteristic feature of the genre and to examine gender roles in comedy. (Ms. Schaumann)

[GN 460 Fin-de-siècle Vienna]

480 Creating Interactive Text in German (Spring)
This course gives students the opportunity to participate in the creation of a German interactive text, using hypercard. Working as a group, we will produce materials to be integrated into an interactive guided reading program. The program will be used as an annotated text in future 200- and 300-level German courses. Students will be assigned individual research projects, e.g., vocabulary/grammar aids, pertinent historical or cultural information, or the creation or preparation of maps and visuals related to the base text. There will be a different base text (or film) each time the course is taught. Geared toward seniors or students with advance language skills. (Ms. Schaumann)

GN 500 Independent Study

GN 800 Honors Project

ITALIAN

Professors: Ugo Skubikowski (department chair), Patricia Zupan (on leave 99-00); *Assistant Professors:* Sandra Carletti, David Castronuovo; *Visiting Assistant Professor:* T. Marsden Van Order

Our programs offer students the opportunity to achieve high competence in written and spoken Italian, in understanding Italian literature and culture, and in applying this linguistic, literary, and cultural knowledge to the study of other disciplines. Our academic year program emphasizes the study of literature and culture in the context of language acquisition. The two other integral components of our program, the Italian School (summer) and the Middlebury College School in Florence, Italy (junior year or semester), encourage students to deepen and broaden their study of Italian literature, cinema, history, art history, political science, economics, and other selected disciplines. Junior students may elect to continue their study of Italian on campus, as each year at least two courses are offered at every level from first year through senior work. Faculty members direct independent research projects (IT 550) according to fulfillment of the prerequisites and schedules established below. Qualified students seeking senior honors (IT 755) may elect to do either a thesis or a comprehensive exam as described below.

MAJOR PROGRAMS

Full or Double Major in Italian: (1) Eleven credits or more in Italian beyond IT 101-103, including senior work; (2) IT 251-252 or equivalent; (3) year at Middlebury School in Florence, Italy, normally expected, including IT 354-355 or equivalent and at least one yearlong course at the University of Florence, or a semester abroad and advanced level work in the summer Italian School; (4) seven of nine credits from Florence applicable to major. Students may receive up to nine credits toward the major if they elect a total of 11 credits in Florence; (5) senior work, two 400-level seminars, each requiring a research paper.

Joint Major in Italian: (1) Seven credits or more in Italian beyond IT 101-103, including senior work; (2) joint major program in another discipline; (3) IT 251-252 or equivalent; (4) semester at Middlebury School in Florence, Italy, normally expected; (5) three of four fall credits or four of five spring credits from Florence applicable to the Italian part of the major. Students may receive four of five fall credits or five of six spring credits if they elect one extra course; (6) senior work, two 400-level seminars, each requiring a research paper. Joint project credited in either of two disciplines strongly recommended.

Associated Programs

International Studies Major with Italian: Along with other required courses and senior work as described in the International Studies major section, completion of the Italian language component requires: (1) proficiency in Italian (IT 251-252 normally with average of B, or further summer work in the Italian School); (2) at least one semester, and preferably a year, at the Middlebury College School in Florence, Italy; (3) one or more 400-level seminars in Italian upon return from Florence.

European Studies Track, International Studies Major: Italian courses fulfilling components of this track are: (1) language proficiency, IT 251-252 (normally with average of B, or further summer work in the Italian School); (2) regional specialization, chosen from IT 291, 292, 294 (in English), or IT 354, IT 355, other 300-level courses in the Italian School or School in Italy (in Italian); (3) disciplinary specialization in Italian, IT 251, IT 252, IT 354, IT 355, or two other courses at the 300-level; one 400-level seminar; (4) study abroad, at least a semester, and preferably a year, at the Middlebury College School in Florence, Italy; (5) senior work, one or more 400-level seminars in Italian upon return from Florence.

Minor in Italian

The Italian minor consists of six courses: IT 251, IT 252, IT 353 or IT 354, IT 355, and two additional courses at the 300-level or above.

Students entering the program with a standing beyond the IT 252 level will be required to take at least one 400-level course as part of the Italian minor. All courses at the 300 level can be completed during the academic year at Middlebury, at the Italian School, or at the School in Italy.

Requirements for Junior Year/Semester Abroad

Because students going to the School in Italy intend to fulfill academic requirements for a full, double, or joint Italian major, an international studies major, or an Italian minor, we expect them to achieve a high level of spoken and written Italian before participation there.

Since most of our students come to Middlebury with no prior knowledge of Italian, our prerequisites for study abroad at the School in Italy intend to insure high competence. No matter what academic specialization students choose, there are three general requirements for participation in the Florence program: (1) an overall academic average of B-; (2) a minimum of five full semesters in Italian, or equivalent, normally with an average of B; (3) continuous study of Italian up to the semester of departure.

The proficiency requirement for participation is normally completed in one of two ways: over two academic years (IT 101, 102, 103, 251, 252, and possible further summer work in the Italian School), or over twelve months (IT 101, 102, 103, and 200-level summer work in the Italian School).

For those electing the two-year option, the fifth semester of study, normally completed in the summer at the Italian School, may be waived if a B average is achieved in IT 251-252. Otherwise, preparation will be completed at the Italian School, at Level II or III, normally with a minimum average grade of B.

Those electing the twelve-month format will attend the summer Italian School at Level II or III before any participation in the School in Italy, whether for the full junior year or for a junior semester.

Because of the demanding and intensive nature of both the summer Italian School and the School in Italy, and the difficulty of finding equivalent programs either in the United States or in Italy, we discourage alternative programs preparatory to study in the Florence program.

Middlebury College School in Italy

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at our study center in Florence only. The following are courses taught at the School in Italy in 1998-99:

Fall:

- Advanced Language Practice I
- The European Union: Problems and Perspectives of Integration
- Aspects of Nineteenth- and Twentieth-Century Italian Literature
- Giotto and Tuscan Art from the Late Thirteenth to the Mid-Fourteenth Centuries
- Contemporary Italian History

Spring:

- Advanced Language Practice II
- Florence from the Thirteenth to the Sixteenth Centuries
- Survey of Medieval and Early Renaissance Italian Literature
- Introduction to High Renaissance and Mannerism
- Themes and Genres of Italian Cinema

Full-year students are expected to enroll in a year-long elective course at the Università degli Studi di Firense. Listed below are subject areas generally offered there:

- Archeologia
- Archeologia e Storia dell'arte greca e romana
- Filologia
- Letteratura italiana
- Linguistica
- Museologia
- Musicologia
- Organizzazione internazionale
- Relazioni internazionali
- Sistema politico italiana
- Sistemi sociali comparati
- Sociologia della comunicazione
- Sociologia della famiglia
- Sociologia urbana
- Storia contemporanea
- Storia dei movimenti e dei partiti politici
- Storia dei movimenti sindicali
- Storia del cinema
- Storia del pensiero politico contemporaneo
- Storia del Rinascimento
- Storia del Risorgimento
- Storia del teatro e dello spettacolo
- Storia dell'arte
- Storia dell'integrazione europea

Storia della lingua italiano
Storia delle dottrine politiche
Storia delle tradizioni popolari
Storia economica e sociale del medioevo
Storia economica e sociale dell'età industriale
Storia medievale
Storia moderne
Storia romana

IT 101 Intensive Beginning Italian (Fall)
An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill are stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. **LNG** (Ms. Carletti, Mr. Castronuovo, Mr. Skubikowski, staff)

IT 102 Intensive Beginning Italian (Winter)
A continuation of IT 101, required for enrolling in IT 103. **LNG** (Mr. Castronuovo, Mr. Skubikowski, Mr. Van Order, staff)

IT 103 Intensive Beginning Italian (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (IT 101 or equivalent, IT 102) **LNG** (Mr. Castronuovo, Mr. Skubikowski, Mr. Van Order, staff)

IT 251 An Introduction to Contemporary Italy (Fall)
Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. (IT 103 or equivalent) **LNG SOC** (Mr. Skubikowski, Mr. Van Order, staff)

IT 252 Italian Culture from Fascism to the Present (Spring)
To deepen the historical knowledge gained in IT 251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (IT 251 or equivalent) **LNG LIT** (Ms. Carletti, staff)

[IT/LS 290 Dante (in English)]

[IT 291 The Opera Libretto in Nineteenth-Century Italy]

[IT 292 Contemporary Italian Women Writers in Translation]

[IT 294 Modern and Contemporary Italian Literature in Translation]

[IT 296 Literature of the Italian Renaissance (in English)]

[IT 298 Italy in World War II: Memory, Myth and Martyrdom in Literature and Film (in English)]

[IT 353 La Letteratura dell'Emarginazione]

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno (Fall)
This course acquaints students with the major nineteenth- and twentieth-century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. (IT 252 or equivalent) **EUR** (Mr. Castronuovo)

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento (Spring)
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. (IT 252 or equivalent) **EUR** (Mr. Van Order)

IT/IS 458 The Aesthetics of Musical Theatre in Asia and Western Europe (in English)(Spring)
See International Studies listing for full description. This course is equivalent to IS 458 and MU 458. Register for this course under IS 458. (Mr. Castronuovo, Ms. Tan)

IT 459 Modern Italian Literature and Culture (Fall)
This course will consider the works of Italian twentieth-century novelists and will explore the authors' narrative techniques within a larger discussion of the social context that their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. (IT 355 or equivalent) **LIT EUR** (Ms. Carletti)

[IT 461 Dante in the Twentieth Century]

IT 490 Dante in Italian (Spring)
After an introduction to the Middle Ages, we will examine examples of Provencal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno*

will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. (IT 355 or equivalent) **LIT EUR** (Mr. Skubikowski)

[IT 491 Eighteenth-Century Italian Theatre]

[IT 492 Italian Romanticism]

[IT 495 Machiavelli politico e letterario]

IT 550 Independent Study (Fall, Winter, Spring)
Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in independent work. To file a request with the department chair, students must present a prospectus and a bibliography of no less than five sources. Requests must be filed within the semester preceding the independent study. In 1999-2000, students must file with the department chair by ***25 September 1999*** for fall term 1999 approvals, ***8 December 1999*** for winter term 2000 approvals, and by ***2 February 2000*** for spring term 2000 approvals. **Prior to filing, sufficient advance consultation with project directors is required.** Junior students are strongly encouraged to consider independent study as preparation for senior honors thesis work.

IT 755 Senior Honors (Spring)
As prerequisite, students must have an A- or above average in Italian courses and a B overall average to be considered for honors work. They may achieve honors through a one-credit thesis of 25 or more pages, whose work may extend over one or more semesters, or through a comprehensive exam. Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in honors work.

To file a request for thesis work with the section chair, students must present a prospectus and bibliography of no less than 10 sources within the semester preceding the honors work. In 1999-2000, students must file with the section chair by ***25 September 1999*** for fall term 1999 approvals, and by ***8 December 1999*** for winter or spring term 2000 approvals. To file a request for a comprehensive exam, students must notify the chair within the above dates, so the faculty may discuss the appropriate reading list and exam schedule. ***Prior to filing, sufficient advance consultation with thesis and exam directors is required.***

JAPANESE

Professor: Nobuo Ogawa (chair); *Associate Professor:* Carole Cavanaugh; *Assistant Professor:* David Stahl; *Lecturer:* Kyoko Davis

The Department of Japanese offers training at four levels in modern Japanese (Tokyo common/standard speech). Considerable attention is given to grounding this language training within the appropriate cultural context. In addition to language courses, the Japanese department offers courses on Japanese literature, film, and culture in English translation. These courses are open to all interested students.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English language courses on Japan in the various disciplines, as well as Japanese language training. Students are encouraged to accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese department chair before registration for the fall semester of the sophomore year.

Required for the Major: Satisfactory completion of JA 101, JA 102, JA 103, JA 201, JA 202, JA 216, JA 220, JA 301, JA 302, JA 401, JA 402, JA 475 and at least one of the following: JA 237, JA 320, JA 325, JA 350. Students who plan to major in Japanese are strongly encouraged to take JA 216 and JA 220 before studying in Japan.

Required for the Minor: Courses required for the minor in Japanese are four language courses JA 201, JA 202, JA 301, JA 302 and two additional courses offered by the Japanese department in literature, film, or culture.

Honors: Departmental honors will be awarded according to the grade point average of courses taken in the department, the summer Middlebury Japanese School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with honors. Students who have earned a grade of A for the senior seminar (JA 475) and who have a departmental grade point average of 3.5 will be awarded high honors. Students with a departmental grade point average of 3.75 who have earned a grade of A in the senior seminar (JA 475) will be awarded highest honors.

COURSES IN JAPANESE

JA 101 First Year Japanese (Fall)
An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. **LNG** (Mr. Ogawa, Ms. Davis)

JA 102 First Year Japanese (Winter)
A continuation of the fall term. (JA 101 or equivalent) **LNG** (Mr. Ogawa, Ms. Davis)

JA 103 First Year Japanese (Spring)
A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JA 101, JA 102) **LNG** (Mr. Ogawa, Ms. Davis)

JA 201 Second Year Japanese (Fall)
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with

relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the course materials. (JA 103 or equivalent) **LNG** (Mr. Stahl, Ms. Davis)

JA 202 Second Year Japanese (Spring)
Continuation of JA 201. (JA 201 or equivalent) **LNG** (Mr. Stahl, Ms. Davis)

JA 301 Third Year Japanese (Fall)
The advanced course aims at further increasing the students' proficiency in modern standard Japanese, both spoken and written. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. Oral presentation, discussion, and composition in Japanese are also important components of the course. (JA 202 or equivalent) **LNG** (staff)

JA 302 Third Year Japanese (Spring)
Continuation of JA 301. (JA 301 or equivalent) **LNG** (staff)

JA 401 Advanced Japanese (Fall)
Reading, analysis, and discussion of advanced Japanese materials from a variety of modern and contemporary sources. (JA 302 or equivalent) **LNG** (Mr. Ogawa)

JA 402 Advanced Japanese (Spring)
Continuation of JA 401. **LNG** (Mr. Ogawa)

JA 475 Advanced Reading in Japanese Studies (Spring)
This course is the senior seminar required for all Japanese majors. Students read materials in a variety of disciplines and discuss them in Japanese with the instructor. 3 hrs./week. (Approval only) **LNG** (Mr. Ogawa)

Courses In English

In the following courses, readings, lectures, and discussion sections are in English.

JA 216 Traditional Japanese Literature in Translation (Fall)
This course is an introduction to Japanese literature from ancient times to the late Middle Ages. We will consider the themes of love, sexuality, death, nature, subjectivity, and obsession in poetry, narrative prose, and drama. **LIT OTH** (staff)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)
An examination of a century of Japanese prose literature, from the 1890s to the present day. The persistence of tradition, the impact of foreign models, modernity, individuality, postmodern issues, and the problems of literature as the conscience of culture will be discussed. Authors include Soseki, Mishima, Murakami, and the recent Nobel Prize winner Oe Kenzaburo. **LIT OTH** (staff)

JA/TH 237 Japanese Film (in English) (Fall)
This course presents a cultural analysis of Japanese film, among the first to win international recognition as a "national cinema." The competing relationships between text and image and between modern and traditional expression will be examined through representative films and readings. Directors include Mizoguchi, Kurosawa, and Imamura. (Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ARTS OTH** (Ms. Cavanaugh)

[JA 320 Natsume Soseki and the Modernization of Japan (in English)]

[JA 325 Japanese Language and Culture (in English)]

[JA/WG 350 Gender in Japan (in English)]

JA/IS 448 The Politics of Collective Memory after the Second World War in Asia and Europe: 1945-1995 (Spring)
See International Studies listing for course description. This course is equivalent to IS 448 and HI 448. Register for this course under IS 448. (Ms. Lamberti and Mr. Stahl)

Russian

Professors: Thomas Beyer (chair), Sergei Davydov, Michael Katz, Kevin Moss; *Assistant Professor:* Tatiana Smorodinskaya; *Adjunct Professor of Russian Studies:* Mark Teeter; *Lecturer:* Alexandra Baker

Our goal is to make our students proficient at speaking, reading, writing, and listening to Russian and to facilitate their understanding and appreciation of Russian literature and culture. Most of our majors combine academic year study on campus and a junior year or semester in Russia to maximum advantage. Many also study in the intensive language program of Middlebury's summer Russian School. At the end of four years, our students can interact freely with native speakers in both formal and informal settings and participate comfortably in many aspects of Russian life. They are prepared to use their Russian in a wide range of career settings at home and abroad or to apply it to graduate study of politics, law, history, business, education, literature, economics, linguistics, journalism and other disciplines.

The Russian department also offers courses in English for students who would like an introduction to the masterpieces of Russian literature and to the complex and fascinating Russian culture

Courses Taught in English: The following courses in Russian literature are taught in English and are open to all Middlebury students: RU 122 The Russian Mind (includes culture and history in addition to literature); RU 151 Russian Literature's Golden Age; RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 251 Epic, Myth, and Ritual in Soviet Literature; RU/WG 255 Gender and Sexuality in Russian Culture; RU 351 Dostoevsky; RU 352 Tolstoy; RU 354 Chekhov; RU/AL 359 Nabokov. Two other courses in English are RU/RE 231 The Russian Religious Experience, open to upper class students and to first-year students by waiver, and RU 232 The Origin and Nature of Human Language.

Major Requirements: Normally, majors must complete second-level Russian, RU 151, four other courses, usually including at least a semester in Russia, and a senior seminar. Each student's program is planned individually with the department chair. Students of beginning Russian take a continuation course during winter term.

Students planning careers in government, business, or law are advised to consider a major in the Russian and East European studies track of the international studies program. Russian majors also frequently combine their language study with a minor in economics, geography, history, or political science, or do a joint or double major with one of these subjects. Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the teacher education faculty regarding certification.

Departmental Honors: Majors with a B+ average in Russian courses and a B average overall will be encouraged to prepare an honors thesis. The final copy of the thesis is due April 20 of the year of graduation. An A thesis will receive highest honors; an A-, high honors; and a B+, honors.

Minors: The Russian department offers two minor programs: Russian language—RU 101, RU 102, RU 103, RU 201, RU 202, RU 411, RU 412—and Russian literature and culture—any two of RU 122, RU 151, RU 152, RU/RE 231 and RU/WG 255, and three of the following: RU 351, RU 352, RU 354, and RU/AL 359. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year In Russia: All majors and language minors are encouraged to study for a year in Russia. Middlebury's programs at Irkutsk State University, Moscow State University, Voronezh State University, and Yaroslavl State University are open to juniors who have completed 300-level Russian. Students are strongly encouraged to spend a summer in the Russian School before beginning study in Russia. Students who have completed only 200-level Russian must spend the fall semester at Irkutsk, Voronezh, or Yaroslavl in an intensive 300-level Russian language program.

During a first semester, students who have completed the 300-level study conversation, composition, and culture/civilization courses organized exclusively for our students, and one or more mainstream courses, with Russian students, selected from the full university curriculum. During a second semester, students normally take two mainstream courses from the regular university curriculum in addition to language and other courses specifically organized for Middlebury. Students unable to attend for a full year may study in Russia for one semester, preferably in the fall. The following courses are among those offered at our programs in Russia in recent years. While we cannot guarantee that each of these courses will be available on a regular basis, they are representative of the kinds of offerings students may expect:

In Irkutsk:

Russian Literature of the Nineteenth Century
Language of the Mass Media
Scientific Texts
History of Russia 1917-1970 through Film
Siberian Culture and Ethnic Groups

In Moscow:

Russian Folklore
Banks, Stock Markets, and Bonds
Nationalities and Contemporary Political Problems
The Politics of Russian Literature and Culture
Marketing, Management, and Finance in Russia: The Language of Russian Business

In Voronezh:

Survey of Nineteenth- and Twentieth-Century Russian Literature
History of the Russian Language, Eleventh-Eighteenth Centuries
Masterworks of Russian Prose and Poetry
Russian Prose Translation
Russian Civilization and Culture: Art, Music, and Folklore

In Yaroslavl:

History of Russia Tenth-Seventeenth Centuries
Modern Russian History and Contemporary Politics
Readings in Russian Literature
Russian Prose Translation
Russian Civilization and Culture: Art, Architecture, and Music

RU 101 Beginning Russian (Fall)
An approach to the language using four skills (speaking, listening, reading, and writing) provides a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar prepare a strong foundation for work in advanced courses or for reading in specialized fields. **LNG** (Ms. Baker, Mr. Teeter)

RU 102 Beginning Russian (Winter)
Continuation of RU 101. (RU 101 or equivalent) **LNG** (Mr. Moss, Ms. Smorodinskaya)

RU 103 Beginning Russian (Spring)
Continuation of the approach used in RU 101 and RU 102, but with increased emphasis on reading. (RU 102) **LNG** (Ms. Baker, Mr. Moss, Ms. Smorodinskaya)

RU 122 The Russian Mind (in English) (Spring)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. **LIT HIS OTH** (Ms. Smorodinskaya)

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
This course acquaints students with the history and development of Russian literature from Pushkin to Tolstoy. Brief lectures on Russian literary and cultural background will supplement class discussion, enabling students to enter the magical world of manipulation used by Russian authors to circumvent the powerful censors. Students achieve sophistication in literary techniques, as well as an awareness of the Russian experience. **LIT EUR** (Mr. Moss)

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880-Present (in English) (Spring)
This course introduces students to the exciting new experiments of Russian authors reacting to Russia's Golden Age masters. Discussion supplemented by brief lectures will focus on outstanding works representing various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from the literatures of decadence, symbolism, utopianism, and socialist realism, as well as the civil war, thaw, protest, and post-Soviet periods. **LIT EUR** (Mr. Davydov)

RU 201 Intermediate Russian (Fall)
Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. (RU 103 or equivalent) **LNG** (Ms. Baker, Ms. Smorodinskaya)

RU 202 Intermediate Russian (Spring)
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RU 201 or equivalent) **LNG** (Ms. Baker, Mr. Davydov)

RU/RE 231 The Russian Religious Experience (in English) (Fall)
In its origins Christianity was Eastern rather than Western. The Russian Primary Chronicle relates how Vladimir I, Grand Prince of Kiev, sent his emissaries to Constantinople to choose a religion; after Vladimir's baptism in 988, Eastern Orthodox Christianity flourished in the lands of *Rus'*. This course will examine major aspects of the Russian religious experience: doctrinal differences between East and West; the history of the Russian Orthodox Church; Russian religious art (icons) and church architecture; Byzantine liturgical music; and the state of the church in post-Soviet Russia. (First-year students wishing to take this course should request a waiver from the instructor.) **HIS PHL OTH** (Mr. Katz)

RU 232 The Origin and Nature of Human Language (in English) (Fall)
Language is the most complex expression of our humanity and individuality. This course will investigate what is known of the origins of human language and examine current thinking on the nature and function of language. The work of the seminar will be highly interactive: students will acquire basic linguistic concepts, apply them to one of the languages they know, and share that information with others in Middlebury and beyond via the World Wide Web. (Study or knowledge of one language other than English essential.) **SOC EUR** (Mr. Beyer)

[RU 251 Epic, Myth, and Ritual in Soviet Literature (in English)]

RU/WG 255 Gender and Sexuality in Russian Culture (in English) (Fall)
This course will investigate the categories of gender and sexuality in Russian culture. We will look at literary texts and films from various periods to see how these categories were constructed in pre-Revolutionary Russia, in the Soviet Union and in post-Soviet Russia. Topics addressed will include Russian definitions of masculinity and femininity, same-sex desire, and the connection between political and sexual dissidence. Works to be examined include traditional folk tales, Tolstoy's "Kreutzer Sonata," Nagrodskaya's *Wrath of Dionysus*, Kuzmin's *Wings*, and the films *Bed and Sofa* and *Little Vera*. Lecture and Discussion. **LIT EUR** (Mr. Moss)

RU 351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. **LIT EUR** (Mr. Beyer)

[RU 352 Tolstoy (in English)]

[RU 354 Chekhov (in English)]

RU/AL 359 The Art of Vladimir Nabokov (in English) (Spring)
A study of the "perverse" aesthetics of this Russian-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. **LIT USA** (Mr. Davydov)

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

RU 411 Russian Culture and Civilization I (Fall)
This course offers a bilingual approach to the study of Russian culture from its origins to the mid-nineteenth century. Works of literature, art, and music will be examined in their historical context. Particular attention will be devoted to the improvement of oral and written skills. (RU 202 or equivalent) **LIT HIS EUR** (Mr. Davydov)

RU 412 Russian Culture and Civilization II (Spring)
This course continues RU 411 but may be taken independently. It offers a bilingual approach to the study of Russian culture from the second half of the nineteenth century to the present. Works of literature, art, and music will be examined in their historical and political context. Particular attention will be devoted to the improvement of oral and written skills. (RU 202 or equivalent) **LIT HIS EUR** (Ms. Smorodinskaya)

RU 500 Advanced Studies in Language and Literature (Fall, Spring)
Supervised individual study for highly qualified students. (staff)

RU 700 Senior Independent Study Project (Fall, Spring)
(Approval required) (staff)

RU 704 Senior Seminar: The Art of Alexander Pushkin (Fall)
(Senior majors) (Mr. Davydov)

SPANISH

Professors: Alicia Andreu (on leave academic year), Eduardo Béjar, Roberto Véguez; *Associate Professor:* Donna Rogers; *Assistant Professors:* Valentín Ferdinán, Gloria González-Zenteno, Ana Martínez-Lage (on leave academic year); *Instructor:* Miguel Fernández; *Visiting Instructors:* Kelley Swarthout, Peter Thompson.

Major Program: The major consists of a minimum of 11 courses, including the following: (1) no more than two courses of the series SP 300, SP 304, and SP 305 (one is required to go abroad; SP 304 used to be SP 301 and SP 305 used to be SP 302). SP 304 is strongly recommended for study in Spain, SP 305 for study in Spanish America; (2) at least two literature courses at the 300 level (not including SP 300); and (3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 levels may be counted toward the major. SP 101, SP 102, and SP 201 do not fulfill the languages distribution requirement; SP 219 may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 or 200 levels may be counted. Other requisites include SP 300, or SP 304 or SP 305, and at least one advanced course beyond the 300 level during the senior year.

Minor in Spanish: At least five courses, including the following: SP 219 (this requirement will be considered satisfied if a student places in a course above SP 219 in the department placement test); at least one but no more than two courses from the group SP 300, SP 304, SP 305; the rest from other courses at the SP 300+ level. Courses at this level can be taken at the summer or Madrid sessions of the Spanish School, or with departmental approval, with study abroad programs in Spain and Latin America sanctioned by Middlebury's Programs Abroad Committee.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature (one credit for an AP grade of 3, two credits for an AP grade of 4 or 5). In all cases the student must satisfactorily complete a course at the 300 level before the credit will be awarded. AP credit does not affect course placement, nor does it count towards the major.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Sites in Getafe, Segovia, and Logroño have recently been added to the program and are designed for immersion in the Spanish university system. An internship program has also recently been launched. For more information on these programs, please see the department Web page (www.middlebury.edu/~spanish). Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students who are planning to go abroad to the Middlebury School in Spain are required to have taken either SP 300 or SP 304. It is strongly recommended that both be taken prior to going to Spain. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the head of the Spanish section of the department, preferably before registration for fall semester of their sophomore year.

All majors going to Spain are required to take one literature course per semester while abroad. All majors going to a Spanish-American country are required to take one course per semester while abroad on the literature of Spanish America or of the host country. These courses will count toward the department's literature requirement. With the approval of the Spanish.

Department chair and the Programs Abroad Committee, nonmajor students may be permitted to study abroad with a program other than Middlebury's after taking SP 219 with a minimum grade of B+. The following is a representative list of courses offered in the Middlebury program for juniors in Madrid in the last few years.

Fall

319 Comunicación avanzada en español
407 Sintaxis comparada: español/inglés
467 Madrid y su teatro
473 Realidad social en la novela española actual
334 La monarquía católica
335 Elecciones y partidos políticos en España
340 Arte en los museos de Madrid I: la colección del Prado
352 España y la Unión Europea

Spring

319 Comunicación avanzada en español
410 Sintaxis española: el subjuntivo
465 Cien años de poesía: diez poetas españoles
341 Arte en los museos de Madrid II: Siglos XIX y XX
342 La España actual - taller
346 Unas relaciones difíciles: España y los Estados Unidos (1776-1898)
350 España y sus relaciones internacionales
436 Transiciones políticas: España y Latinoamérica
438 Cine español y latinoamericano
450 Ecosistemas de la península ibérica

Honors: The department will award honors on the basis of a student's work in the department and performance in SP 705.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SP 101 Intensive Beginning Spanish (Fall)
This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. Students are expected to continue with SP 102 after successful completion of SP 101. (staff)

SP 102 Beginning Spanish (Winter)
Continuation of SP 101, dealing with more complex Spanish. (SP 101 or placement) (staff)

SP 105 Accelerated Basic Spanish (Fall)
This accelerated course is designed to reinforce, in one semester, the basic linguistic structures that students need in order to reach the intermediate level of proficiency in Spanish. Strong emphasis will be given to reading and composition. SP 105 is designed specifically for students with 2-3 years of high school Spanish, but who have not yet achieved intermediate proficiency. SP 105 may not be used to fulfill the foreign languages distribution requirement. This course meets five hours per week. (Placement test required.) (Ms. Swarthout)

SP 201 Intermediate Spanish (Fall, Spring)
A course designed to consolidate the skills attained in SP 101 and SP 102 or the equivalent. Readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. This course meets five hours a week. (SP 102, SP 105, or placement) (Mr. Fernández, Mr. Thompson, staff)

SP 219 Self-Expression in Spanish (Fall, Spring)
An intermediate course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SP 201 or placement) **LNG** (Mr. Ferdinán, Ms. Swarthout, staff)

SP 300 An Introduction to the Study of Hispanic Literature (CW 15) (Fall, Spring)
An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose, drama, and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Section B satisfies the College writing requirement. (SP 219 or equivalent) **LNG LIT** (Mr. Béjar, Ms. González-Zenteno, staff)

SP 304 Ideas and Cultures of Spain (Fall)
An analysis of major sociopolitical and cultural elements in representative Spanish texts, from the Middle Ages to the present. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish civilization. This course is closed to juniors and seniors returning from study in Spain. SP 304 used to be SP 301. (SP 219 or equivalent) **LNG EUR** (Mr. Véguez)

SP 305 Ideas and Cultures of Spanish America (Fall, Spring)
An analysis of major sociopolitical and cultural elements present in representative Spanish American texts, from the initial period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish American civilization. This course is closed to juniors and seniors returning from study in Spanish America. SP 305 was formerly SP 302. (SP 219 or equivalent) **LNG OTH** (Ms. Swarthout)

SP 306 The Literature of Spain (Spring)
An introduction to masterworks of Spanish literature. We will examine the historical and cultural backgrounds of the periods under study, and discuss the literary works that best represent them. Students will be required to do class presentations and to write papers. SP 306 was formerly SP 321. (SP 300, SP 304, or SP 305) **LIT EUR** (Ms. Andreu)

SP 307 The Literature of Spanish America (Fall)
An introduction to masterworks of Spanish American literature. We will examine the historical and cultural backgrounds of the periods under study and discuss the literary works that best represent them. Students will be required to do class presentations and write papers. SP 307 was formerly SP 322. (SP 300, SP 304, or SP 305) **LIT OTH** (Mr. Fernández)

SP 311 Words in Action: Contemporary Hispanic Theatre (Spring)
This course will study the main literary and sociopolitical issues inscribed in representative plays from the Hispanic world. We will read texts by García Lorca, Buero Vallejo, Usigli, Triana, Marques, etc. (SP 300, 301 or 302) **LIT OTH** (Mr. Thompson)

SP 313 Small Wonders: The Hispanic Short Story (Fall)
This course will study the main literary, sociopolitical, and cultural issues in a selection of short stories from Spain and Spanish America. Emphasis will be on the close reading of texts with the purpose of developing critical vocabulary and writing skills. Authors may include Pardo Bazán, Valle Inclán, Palma, Anderson Imbert, Borges, Rulfo, Cortázar, Quiroga, Matute. For students who have not studied abroad. (SP 300, SP 304, or SP 305) **LIT OTH** (Mr. Béjar)

[SP 325 Spanish American Essay]

[SP 355 Spanish in the U.S.]

[SP 356 A Survey of Hispanic Film]

[SP 363 The Frontier in Latin America as Seen through Literature and Film]

[SP 371 The Generation of 1898 (Fall)]

[SP/WG 374 Spanish Women Writers]
Please see SP/WG 478 below.

SP 375 Surrealism in Latin America (Spring)
In the time of expansion of ethnography, André Breton visited Latin America and declared Mexico a surrealist country. This course explores the connection of Surrealism as artistic project and Surrealism as political category and the form it takes when Surrealism travels to Latin America. It will survey the so called surrealist art and the way Latin American intellectuals have thought their identity using Surrealism as conceptual tool. We will challenge the usefulness of using Surrealism's earliest aesthetic traits to think Latin American art, politics, and identity. Among others, it includes works by Kahlo, Matta, Alvarez Bravo, Buñuel, Glauber Rocha, Neruda, Girondo, García Márquez, Sábato, Cortázar, Larrea, Octavio Paz. (SP 300 and SP 304 or 305) . 3 hrs. lect./disc. **ART OTH** (Mr. Ferdinán)

[SP 376 Space and Transformation in Latin America]
LIT OTH

[SP 377 Latin American Cinema]
ART OTH

SP 378 Latin American Visual Culture (Fall)
This course explores the construction of the nationhood and issues of identity, class, race, and gender in the arts of different regions of Latin America. Among others, it will focus on nineteenth century historical and nativist painting in the Rio de la Plata, Mexican muralists and their influence on the Harlem Renaissance, Frida Khalo's paintings and their relation to both French Surrealism and Mexican popular arts, racism in Mexican and U.S.A.'s cinema of the 50s, and the influence of French avant-garde cinema on the Argentinean and Brazilian cinema of the 60s. (SP 300 and SP 304 or SP 305) **ART SOC OTH** (Mr. Ferdinán)

[SP 380 Advanced Spanish Grammar]

SP 385 Translation: Spanish/English (Spring)
Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language—polysemy, nuance, tropes, difference, and the like—and how these are embedded in each language in a unique way. Translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into language itself. **SOC LNG** (Ms. Rogers)

SP 386 History of the Spanish Language (Fall)
This course offers a panoramic study of the evolution of spoken Latin into modern Spanish. Topics covered will include: the major historical events that influenced the evolution of Spanish; phonological change; morphological and syntactic change; lexical borrowings from other languages; and semantic change. We will also study representative texts that illustrate the evolution of the Spanish language, and students will be assigned a similar text as an individual project. (At least two courses at the 300 level or above or by waiver from the instructor) **LNG** (Ms. Rogers)

SP/LS 402 Cervantes y el Don Quijote [Fall]
A detailed discussion and analysis of the *Quijote,* with additional readings from major literary and cultural sources. (Seniors/others by permission.) (Mr. Véguez)

[SP 414 From Text to Image]

[SP 421 The Nationalisms of Spain]

[SP 422 The Spanish Inquisition: Saints, Sinners, and Other Victims]

SP 423 Latin America Cinema of the 60s: A Continental Project (Spring)
This course surveys the Latin American cinema production of the 1960s. The usual concentration on the narrative Boom neglects the import of cinema in the same period. This course shows the existence of a continental network of filmmakers that intervened in the political and artistic debates of that time. We will analyze the political orientation and the artistic projects of the most important directors—Solás, Gutiérrez Alea, Glauber Rocha, Getino, Antín, Handler, Sanjinés, Birri, Alvarez—and movements—Third Cinema, Documentarism, New Cinema, Imperfect Cinema, Pamphletary Cinema, etc. Though the focus is cinematographic language, we will also explore the connections between cinema and literature and the different politics involved in their production. (SP300 and SP304 or 305) 3hrs. lect./disc. (Mr. Ferdinán)

[SP 435 Fiction and Modernity in Hispano America]

[SP 437 The Idea of (Latin) America]

[SP 440 Spanish Fascism]

SP 475 Literatura Gauchesca (Spring)
This course will examine the roots of the culture of the Río de la Plata region through the study of gauchesca literature. We will concentrate on issues of the formation of national identity; city vs. Pampa; written vs. oral texts; the transformation of the gaucho from vagabond to national myth; and the use of literature as a political tool. Authors include Hidalgo, Pérez, Ascasubi, del Campo, Hernández, Gutiérrez, Güiraldes and Borges. (Seniors with at least two courses at the 300 level or above, others by permission). 3 hrs. lect./disc. (Mr. Fernández)

SP/WG 478 Spanish Women Writers: Expanding the Canon (Spring)
(Formerly SP/WG 374) The purpose of this course is to discuss a wide range of contemporary Spanish women writers. Its aim is to examine women's writing and to explore the ways in which that writing has changed and developed over time and particularly under the influence of the current wave of feminism. (SP 300, SP 304, or SP 305) (Ms. Andreu)

[SP 485 The Contemporary Spanish Novel]

[SP 486 The Spanish American Narrative of the Boom]

[SP 488 Women and Love in Medieval and Golden Age Literature]

SP 489 Impossible Worlds: Contemporary Spanish-American Literature of Fantasy (Fall)
The seminar will focus on important examples of Spanish-American literature of fantasy in the twentieth century. We will investigate the anthropological, ideological, and literary foundations of *real maravilloso* and *realismo mágico.* These movements, together with *literatura fantástica* will be examined in the context of *avant-garde* movements in our continent and abroad. Readings will include fiction by Jorge Luis Borges, Julio Cortázar, Alejo Carpentier, Gabriel García Márquez, and/or Juan Rulfo. Analyses of films and art will complement the discussion. Seniors/others by permission. (Ms. González-Zenteno)

[SP 490 Latin American Detective Fiction]

SP 500 Independent Study (Fall, Spring)
The department will consider requests by qualified juniors and seniors to engage in independent work. (staff)

SP 705 Seniors Honors Thesis (Spring)
Requirements:
1. A student who, by the end of his or her junior year, has completed 10 courses that count towards the major with an average of A- or better may initiate the procedure for an honors thesis proposal.

2. The A- average must be maintained in the course or courses that the student may be taking during the semester of application for an honors thesis. SP 705 is not considered one of the 11 courses required for the major.

3. The student must find a topic that he or she wants to develop into an honors thesis. The student must also find a member of the department who is interested in working with him or her on that topic. The department will consider topics in areas in which the faculty of the department has expertise.

4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department before the fall midterm recess begins. If the thesis proposal is deemed viable by the adviser, the proposal will be submitted to the faculty of the department by November 1. The department may accept the proposal, require some modifications to it, or reject it. A final version of the proposal must have been accepted by the end of fall term classes.

5. The due date for the first draft of the thesis is April 1.

6. The due date for the final copy of the thesis is the last day of classes.

7. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.

8. The department will require an oral presentation by the student during exam week and/or during graduation weekend.

N.B.: Students graduating in March should consult with the chair concerning scheduling deadlines.

LITERATURE

Literature Program

Director: Brett Millier

In an effort to strengthen interdepartmental and interdisciplinary teaching projects in literature and culture and in order to establish a strong common framework for literature students at Middlebury College, the literature division recently created Reading Literature (LI 101), the first of a series of several courses that interconnect the study of literature across campus. The staff for each semester's version of LI 101 is drawn from at least three different departments, generally but not necessarily from English, American literature and civilization, and the various language departments. The course may be counted toward requirements for the major in English, American literature, literary studies, and some of the language departments. It is open to nonmajors as well, and is a core course in the Program in International Studies.

In addition to the course descriptions indicated below, students with an interest in the general literature offerings available at the College are urged to consult the Literary Studies (LS) listings.

LI 101 Reading Literature (CW 15) (Fall, Spring)
An introduction to the critical analysis of imaginative literature—drama, fiction, and poetry—through the careful reading of selected classic texts from a range of Western and non-Western cultures. This course seeks to deepen students' understanding and appreciation of the particular texts under consideration, while helping them to develop a critical vocabulary with which to discuss and write about these texts, both as unique artistic achievements of individual and empathetic imagination and as works affected by, but also transcending their historical periods. (prerequisite: First-year seminar) 3 hrs. lect./disc **LIT** (fall: Mr. Graf, Ms. Millier, Ms. Wells, Ms. Zito; spring: Ms. Carletti, Mr. Newbury, Ms. Reed, staff)

LI/EL 110 Continental Fiction (III) (Fall)
An introduction to some major novels and shorter works by nineteenth- and twentieth- century European authors including Flaubert's *Madame Bovary*, Zola's *L'Assommoir*, Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, Mann's *The Magic Mountain*, Kafka's *The Trial*, Sartre's *Nausea*, Camus' *The Stranger*, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history. **LIT EUR** (Mr. Price)

LI/EL 211 The Realistic Novel (IV) (Fall)
See Department of English listings for description. **LIT EUR** (Mr. Baldridge)

LI 233 Is There a Critic in This Class? (Spring)
This course traces the idea of literary criticism and its implications through the centuries. The readings will focus on major shifts and trends in literary criticism and theory from Greek antiquity through the early twentieth century with special emphasis on their implications for current poetics. Authors such as Plato, Aristotle, Horace, Dante, Boccaccio, Lope de Vega, Corneille, Dryden, Pope, Johnson, Lessing, Shelley, Tolstoy, Eliot, Croce, and others affect our understanding of literature and literary genres today. Through their contributions to the critical canon we learn to understand trends in modern literary theory. (LI 101 or equivalent recommended) 3hrs. lect/disc. **LIT EUR** (Mr. Graf)

American Literature

For complete staff listing, see American Civilization listings.

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the

development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including LI 101 or AL 103, AL 201, AL 202, and AL 203; AL 450; three other one-semester literature courses in the department; and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take any four courses in the creative writing sequences offered by the Department of English. (These requirements were revised recently and apply to AL majors beginning with the class of 2001. Students in earlier classes may elect to graduate under the old requirements. See Ms. Millier if you have questions.)

The senior program for American literature majors consists of a fall term seminar (AL 704) and a winter term review seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental honors are awarded only to students who write a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the American literature and civilization department. For theses in creative writing, at least one of the three examiners will be from within the American literature and civilization department. Students awarded an A on their senior theses will be eligible for highest honors, an A- for high honors, and a B+ for honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and the overall grade point average in courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following five courses: AC/AL 150 or AL 103, AL 201, AL 202, AL 203, and AL 450.

College Writing Program

AL 103 and AL 104 (when offered) and LI 101 (see listing in the Literature Program) satisfy the College writing requirement.

[AL 103 Reading American Literature]

AL/AC 150 Introduction to American Literature and Civilization (Fall)
A close study of five long novels that illuminate the connections between migration and identity. Each novel will be considered in historical context, as representing particular episodes of movement and change. Possible units include Henry James's *Portrait of A Lady* and Americans abroad; Theodore Dreiser's *Sister Carrie* and urban migration; Henry Roth's *Call it Sleep* and European immigration to the U. S.; Ralph Ellison's *Invisible Man* and the Great Migration; Maxine Hong Kingston's *Woman Warrior* and Asian immigration to the U.S. Supplementary essays and historical sources will be assigned. Limited to first-years and sophomores. **LIT HIS USA** (Mr. Spears)

AL 201 American Literature: 1620-1830 (Fall)
A study of the growth of American literature, including Native American and black voices, from the time of European exploration through the Puritan and revolutionary periods to the era of the early romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper, Longfellow, and Poe. Required of all majors and minors in American literature and American civilization. **LIT USA** (Mr. Newbury)

AL 202 American Literature: 1830-1865 (Fall)
A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Required of all majors and minors in American literature and American civilization. **LIT USA** (Ms. Millier)

AL 203 American Literature: 1865-1940 (Spring)
A study of the major authors of the period, including Twain, James, Crane, Jewett, Adams, Wharton, Anderson, Stein, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Required of all majors and minors in American literature. **LIT USA** (Ms. Evans)

[AL 204 American Literature since 1940]
Next offered in 2000-2001. **LIT USA**

AL/EL 215 Visions of Nature (Fall, Spring)
See Department of English listings for description. **LIT** (Fall: Mr. Elder; Spring: Mr. Mitchell)

[AL/EL 217 Modern Short Story]

AL 240 American Autobiography: More or Less American (Spring)
An introduction to American ethnic literature. We will look in particular at the definition, transformation, and redefinition of identity as depicted in a number of classic narratives from a variety of ethnic groups, such as Native American, Jewish American, Italian American, Chicano/Latino, Asian American. We will pay particular attention to the interplay between text and context, narrative strategies, generational conflict, issues of language, what constitutes American and non-American. **LIT USA** (Mr. Knox)

[AL 250 Comparative Studies]

AL/WG 260 American Women Writers (Spring)
This course examines the development of American women's fiction in the nineteenth and early twentieth centuries. Readings will include works by authors such as Lydia Maria Child, Catharine Sedgwick, Harriet Beecher Stowe, Harriet Jacobs, Fanny Fern, Louisa May Alcott, Frances E. W. Harper, Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman, Edith

Wharton, Willa Cather, and Gertrude Stein. We will consider the writers' contributions to American culture and examine their texts in relation both to important literary movements (sentimental and domestic fiction, realism, regionalism, modernism, etc.) and to their historical contexts. **LIT USA** (Ms. Evans)

[AL 301 The American Novel I]
Next offered in 2000-2001. **LIT USA**

AL 302 The American Novel II (Spring)
The development of the American novel in the twentieth century, including authors such as Crane, Dreiser, Cather, Hemingway, Fitzgerald, Faulkner, West, Wright, Bellow, and several contemporary novelists. **LIT USA** (Mr. Nash)

[AL 306 American Poetry: 1620-1920]

[AL 307 Modern American Poetry]
Next offered in 2000-2001.

AL 308 Topics in Recent American Poetry (Spring)
We will examine the phenomenon of the "important" book of contemporary poetry, books that in some way changed how poetry was written and practiced in their time. In looking at the "event" of each publication, we will study not only the book's individual poems, but also the way those poems are arranged into a volume of verse, the moment in literary history in which the book appeared, and how the book was received. Texts will likely include Plath, *Ariel*; Lowell, *Life Studies*; Berryman, *77 Dream Songs*; Rich, *The Dream of a Common Language*; Snyder, *Turtle Island*; and Hejinian, *My Life*. **LIT USA** (Ms. Millier)

[AL/EL 309 Contemporary Literature (IV)]

[AL/EL 312 Modern Poetry (IV)]

[AL 340 American Regionalism]
Next offered in 2000-2001.

[AL 355 African American Narrative]
Next offered in 2000-2001. **LIT USA**

AL 356 Slavery and the African American Literary Tradition (Spring)
This course considers representative classic slave narratives and examines how later writers have used their form and subject matter to revise our understandings of both slavery and contemporary society. In the process, we will discuss varying definitions of "freedom" and "identity," giving close attention to issues (gender, for instance) shaping these concerns in the works we read. Texts may include slave narratives by Frederick Douglass and Harriet Jacobs and novels by William Wells Brown, Frances E. W. Harper, Margaret Walker, David Bradley, Ishmael Reed, Charles Johnson, and Toni Morrison. **LIT USA** (Mr. Nash)

AL 357 Images of Blackness and Whiteness in American Literature (Fall)
This course explores images of blackness and whiteness in nineteenth- and twentieth-century American writing. Reading works such as Poe's *Narrative of Arthur Gordon Pym*, Stowe's *Uncle Tom's Cabin*, Melville's *Benito Cereno*, Twain's *Pudd'nhead Wilson*, Charles Chesnutt's *The Conjure Woman*, Nella Larsen's *Quicksand*, Faulkner's *Light in August*, Wright's *Native Son*, Bellow's *Henderson The Rain King*, Morrison's *The Bluest Eye*, and Charles Johnson's *Oxherding Tale*, aided by critical works by Morrison, bell hooks, and Derrick Bell, we will consider ways these culturally coded images inform American attitudes about racial identity. **LIT USA** (Mr. Nash)

AL 450 Seminar in Major Authors (Spring)
Intensive study of one or two authors. Readings will include secondary sources. Required of all American literature majors and minors. A lengthy term paper will be assigned. Authors: William Carlos Williams and Wallace Stevens. (Ms. Millier)

AL 500 Special Research (Fall, Spring)
Individual research on a topic not covered in regular offerings. (Select project advisor prior to registration.)

AL 700 Senior Research
Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. The thesis is due in April. (Select project advisor prior to registration.)

AL 704 Senior Seminar (Fall)
Group discussion of selected works of American literature drawn from the required reading list for majors. Limited to senior American literature majors. Both oral presentations and written work will be required. (Mr. Newbury)

Note: During winter term of their senior year, all American literature majors will take a review seminar culminating in an oral general examination to be held at the end of January.

ENGLISH

Professors: Cates Baldridge, John Bertolini (chair), John Elder, Robert Hill, Elizabeth Napier (on leave), Jay Parini (on leave), David Price; *Associate Professors:* Alison Byerly, Gary Margolis (part-time); *Assistant Professors:* Timothy Billings, Robert Cohen, Kathryn Kramer (on leave), Kathleen Skubikowski (part-time; director of College writing and first-year seminar programs), Marion Wells; *Visiting Assistant Professor:* Antonia Losano; *Visiting Lecturers:* David Bain, Barbara Ganley, Don Mitchell, Thomas Paine, Andrea Schaefer (part-time); *Writer in Residence:* Julia Alvarez.

COURSES FOR NONMAJORS

The Department of English offers a wide variety of courses in literature that are open without prerequisite to all students in the College. These include the courses listed under "Literary History and Criticism"; all 200-level courses (the EL 203/LI 101-EL 204 sequence is intended for declared or potential majors) and most 300-level courses.

All 300-level and above creative writing courses are workshop courses for which admission is by waiver only. English and American literature majors are generally given first priority. Please be sure to preregister in the English department office at least one week prior to registration.

Major Program

Required for the Major in English:
(1) A core consisting of seven courses: EL 203 or LI 101 and EL 204 plus distribution courses. One distribution course must be chosen from each of the following groups: (I) Medieval and Renaissance literature; (II) seventeenth and eighteenth century literature; (III) literature after 1800; (IV) literary history and criticism; (SH) Shakespeare. Distribution categories: (I) EL 300, EL 301, EL 302, EL 303, EL 324, EL334; (II) EL 206, EL 304, EL 305, EL 306, EL307, EL/LS 308, EL 324, EL 334; (III) EL 207, EL 208, EL 209, EL 213, AL 202; (IV) EL 114, EL 120, EL/WS 205, EL/LI 211, EL 215, EL 218, EL239, EL 314; (SH) EL 319, EL 320, EL 321.

(2) A field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or in a field defined by the student and approved by the department)

(3) The senior program (one, two, or three courses)

Fields: A field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses but no more than two may be used to fill both distribution and field requirements:

Drama: (1) CL 152; (2)EL 324 or EL 306 or EL 308; (3) EL 321 or EL 319 or EL 320; (4) EL 229 or EL 230 or EL/AL 231 or EL 310; or an approved drama or film course in a department other than English; (5) a seminar.

Narrative Tradition and the Novel: (1) EL 206; (2) EL 207, EL 209 or EL 314; (3) EL 208 or EL/LI 211; (4) EL 302 or AL 301 or AL 302 or EL/AL 309 or AL 300 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: (1) EL 170 or EL 204; (2) EL 303 or EL 304 or EL 307; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or an appropriate poetry course in a department other than English; (5) a seminar.

Creative Writing-Poetry: (1) EL 170; (2) EL 375; (3) and (4) two of EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing-Fiction and Nonfiction: (1) EL 170; (2) EL 360 or EL 365 or EL 370; (3) and (4) two of EL 206, EL 207, EL 314, EL 208, EL 209, EL/LI 211, EL/AL 309, AL 301, AL 302, AL 340; (5) a seminar. Where appropriate, TH courses in playwriting and screenwriting may be substituted.

Majors seeking to define fields may, in consultation with their advisers, propose to the department chair alternative fields or different courses within the five fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel, and poetry as long as the coherence of the field is maintained. Areas within which fields can be defined are, for example, the literature of nature; women's literature; pastoral literature; and intensive studies of periods and cultures (such as Renaissance, eighteenth century, nineteenth century, modernism, contemporary literature), with courses in history, art, music, religion, philosophy, foreign languages, American literature included. Those seeking to define joint majors with English and another department may, through the way the field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with an adviser in the department or with the chair. It should be noted that most distribution courses will not be offered every year: in groups I, II, and III there will normally be two each year and in group IV normally there will be four. Enrollments in distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected should be an appropriate enhancement of the rationale for the field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of the following: AL 201, AL 203, AL 204, AL 301, AL 302, AL 307 or EL/AL 312, EL/AL 309). LS 705, Senior Colloquium in Literary Studies, which focuses on major European works from antiquity through the twentieth century, is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Joint Major

Normally, the minimum of seven EL courses used in the joint major will include the following: EL 203 or LI 101; EL 204; one course in each of four of the five distribution areas: I, II, III, IV, Shakespeare; and senior work that brings together aspects of the two majors (such as an essay, thesis, seminar). Joint majors must be approved by the chairs of the departments or programs involved.

Minor

EL 203 or LI 101; EL 204; one EL poetry course at the 200 or 300 level; one EL drama course at the 200 or 300 level; one EL narrative fiction course at the 200 or 300 level; one additional EL literature elective.

Note: At least one of the courses selected to complete the minor must be at the 300 level.

Senior Program

The senior program includes the required winter term seminar and examination (see description below) and an optional one-term essay or a two-term thesis (EL 700, 701, EL 710, or 711). Normally seniors register for one unit of EL 700 or 701 or EL 710 or 711 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (honors, high honors, highest honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for highest honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical average of course grades all courses designated EL will be counted, as will all other Middlebury courses that fulfill requirements for the major. Departmental grade averages for each level of honors are: highest honors, A+; high honors, A or A-; honors, B+.

Comprehensive Examination Program: Each year the department faculty devises a reading list of 12-15 works covering all periods and genres of English literature and each win-

ter term 4-6 faculty jointly teach a series of seminars exploring connections among those works. (Students will receive the next year's reading list at the end of their junior year). The course will exercise and test skills of close reading, analysis, and comparison. In addition to regular seminars, the senior program includes weekly guest lectures, panel discussions, and related social events. At the conclusion of the winter term, students take an oral and written examination. The Senior Comprehensive Exam winter term program is required for completion of the major.

See Seminars, Junior Seminars, and Theses and Essays below for prerequisites to Senior Critical Essays and Theses and Senior Creative Writing Projects. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300-level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

College Writing Program

EL 203, or LI 101 satisfy the College writing requirement. Some sections of other courses may also fulfill this requirement: consult the Web catalog for changes and additions.

Literary History And Criticism

These courses (EL/WG 114, EL/WG 205, EL/LI 211, EL/AL 215) are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. These courses are especially suitable for meeting the College distribution requirement.

Courses below that fill departmental distributional requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement.

EL/LI 110 Continental Fiction (III) (Fall)
An introduction to some major novels and shorter works by nineteenth- and twentieth-century European authors including Flaubert's *Madame Bovary*, Zola's *L'Assommoir*, Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, Mann's *The Magic Mountain*, Kafka's *The Trial*, Sartre's *Nausea*, Camus's *The Stranger*, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history.
LIT EUR (Mr. Price)

EL/WG 114 Reading Women's Writing (IV) (Fall)
Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including poetry, fiction, essays, and drama from the eighteenth through the twentieth centuries. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. **LIT** (Ms. Wells)

[EL 123 Shakespeare for All Majors]
LIT)

EL/AL 215 Visions of Nature (IV) (Fall, Spring)
This course will focus on writers who have influenced the modern environmental movement, or who suggest where it might go from here. While the syllabus will change from semester to semester with the instructor, Thoreau and Leopold will remain central to it. The study of literature will be complemented by consideration of the visions of nature found in landscape painting and photography. If you have completed the first–year seminar Imagining Nature you may not take this course for credit. (Intended for first- and second-year students; all others by waiver only.) **LIT** (fall, Mr. Elder; spring, Mr. Mitchell)

Literature

The EL 203-EL 204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition. Those intending to major in English are advised to complete the EL 203 (or LI 101)/ EL 204 sequence before they elect other courses above the 200 level. EL 203, and LI 101 are writing intensive courses that meet the College writing (CW) requirement. EL 203 (or LI 101) is a prerequisite to EL 204.

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)
This course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the first-year student seminar requirement, who intend to major in English, American literature and civilization, or literary studies; open to other students, space permitting.) **LIT** (staff)

EL 204 Chaucer, Shakespeare, Milton (Fall, Spring)
A course designed as a continuation of EL 203 or LI 101; students will study and discuss selections from Chaucer's *Canterbury Tales,* two of Shakespeare's plays, and Milton's *Paradise Lost* in its entirety. (EL 203; advanced literary studies majors by waiver.) (staff)

EL/WG 205 A Room of Their Own: Mothers and Daughters (Spring)
In this course we will examine the theme of mother-daughter relationships as portrayed in women's writing from the twentieth century and from a wide variety of genres. Our focus will be on how writers from different cultural, racial, and class backgrounds have portrayed these relationships and how their differing perspectives have shaped their view of the

mother-daughter bond. We will also integrate some feminist literary theory in our discussion of the readings and compare the thinking of "mother-critics" from the early years of the Women's Movement to the work of their more contemporary "daughters." Authors will include Simone de Beauvoir, Adrienne Rich, Jamaica Kincaid, Marsha Norman, Alice Walker, and Anne Sexton. 3 hrs. **LIT** (Ms. Schaefer)

Courses below that fill departmental distributional requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement.

EL 206 Early English Novel (II) (Spring)
This class will trace the triumphant literary genre of the last three centuries from its startling birth through its troubled adolescence to its tentative adulthood. Each novel we cover will be investigated as part of the eighteenth century's ongoing experiment to see what this new and explosive kind of writing could be and do. We will both trace the roots of today's novels and see what alternate literary histories might have developed. Along the way, the undiscovered continent of eighteenth-century thought and society will be explored. Authors covered will include Defoe, Fielding, Richardson, Burney, Goodwin, and others. **LIT EUR** (Mr. Baldridge)

EL 207 Nineteenth-Century English Novel (III) (Fall; Spring)
This course will explore the reasons why the nineteenth century is the great age of the novel in England. Far from merely reflecting the society that created it, the nineteenth century novel played an active part in constructing its readers' ideas of gender and sexuality, imperialism and colonialism, class, religion, commerce, and more. We will investigate how the nineteenth century novel grew into a rich and influential genre that tackled every aspect of Victorian life, from romantic love to international politics. We will pay close attention to the range of narrative techniques novelists employed to help them represent and reshape a complex society. Authors may include Jane Austen, Charlotte and Emily Brontë, Charles Dickens, Anthony Trollope, Wilkie Collins, Elizabeth Gaskell, George Eliot, and Thomas Hardy. **LIT EUR** (fall, Ms. Byerly; spring, Ms. Losano)

EL 208 Twentieth-Century English Novel (III) (Spring)
This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others. **LIT EUR** (Mr. Cohen)

[EL 209 Wordsworth and the English Novel (III)]

EL/LI 211 The Realistic Novel (IV) (Fall)
To what extent is it possible to mimic the real world in fiction? We use the term "realism" with astonishing frequency and confidence, but why should some novels be called "realistic" and others not, when all novels are collections of people who never lived and events which never happened? Is "realism" then a question of style, of subject matter, of point of view, of gender, or national origin? Does the term "realism" have any stable, useful meaning at all? This course will both celebrate and trouble the notion of "realism" by closely examining novels by Austen, Calvino, Robbe-Grillet, Achebe, Norris, Flaubert, Woolf, Faulkner, Kafka, Camus, Garcia-Marquez, and Borges, among others. **LIT EUR** (Mr. Baldridge)

EL 213 English Romanticism (III) (Fall)
Beginning with the poetry and visual art of William Blake and continuing through William Wordsworth, Samuel Taylor Coleridge, Walter Scott, John Keats, and Percey Shelley, this course will consider the major poetic figures in the Romantic period (1789-1832). We will also read selected prose from the period, including works by De Quincey, Hazlitt, and Mary Shelley. In conjunction with the close reading such extraordinary literature demands, we will explore themes such as gender, nationalism, and revolution (both poetic and political). **LIT EUR** (Ms. Losano)

[EL/AL 217 The Modern Short Story (IV)]

EL 229 Modern British Drama: 1890-1950 (III) (Spring)
Analysis of the language, style, dramaturgy, and meaning of plays by Wilde, O'Casey, Synge, Barrie, T.S. Eliot, Coward, Rattigan, and G.B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made. **LIT** (Mr. Bertolini)

[EL 230 Contemporary British Drama: 1950 to the Present (III)]

[EL/AL 231 American Drama 1930-1960 (III)]

[EL/TH 239 The Cinema of Alfred Hitchcock (IV)]

[EL 300 Medieval Literature (I)]

[EL 301 Chaucer (I)]

[EL 302 Medieval and Renaissance Narrative: Chaucer and Spenser (I)]

[EL 305 Eighteenth-Century Poetry and Prose (II)]

[EL 306 Restoration and Eighteenth-Century Drama (II)]

[EL 307 Neoclassic and Romantic: Changes in English Poetry, 1700-1830 (II)]

[EL 308 Seventeenth- and Eighteenth-Century English and European Drama (II)]

[EL/AL 309 Contemporary Literature (III)]

[EL 310 Modern Drama (III)]

[EL/AL 312 Modern Poetry (III)]

EL 314 Darwin among the Poets: Monkeys, Cats, and Black Holes (IV) (Spring)*
Scientific determinism lies at the core of the Victorians' problem with themselves. This course will deal with the impact of Newtonian physics and the Darwinian hypothesis as evident primarily through a study of the novel, poetry, and prose writings from major figures from mid–nineteenth century to the present. In the novel, Hardy and Conrad; from poetry, Tennyson, Arnold, Hardy, and Frost; in prose, some attention to short excerpts from Lyell, Mill, Darwin, and Huxley, with access to commentary from such modern figures as Russell, Einstein, Pagels, Weinberg, Feynman, and Hawking. I will attempt to bring the implications of the nineteenth-century "New Science" up to date. We will conclude with a possible reconciliation through quantum mechanics of two great opposing laws: Darwinism and the second law of thermodynamics. **LIT** (Mr. Hill)

EL 319 Shakespeare's Comedies and Romances (SH) (Fall)
Close analysis and appreciation of the development of Shakespeare's comic vision of courtship, love, and marriage, from his earliest comedies, *The Comedy of Errors*, *Taming of the Shrew*, and *Midsummer Night's Dream*, through the mature comedies, *Much Ado About Nothing*, *As You Like It*, and *Twelfth Night*, to the final romances, *Pericles*, *The Winter's Tale*, and *The Tempest*. **LIT** (Mr. Bertolini)

[EL 320 Shakespeare's Tragedies and Histories (SH)]

EL 321 Shakespeare (SH) (Spring)
This course is designed to sample the breadth of Shakespeare's dramatic art, from *Titus Andronicus* to *The Tempest*, with an eye to understanding both how the plays may have resonated for his first audiences on stage and how subsequent readers have drawn their own meanings from the published texts. We will therefore pay particular attention to such dramaturgical issues as the construction of character and of plot, the reworking of sources, spectacle, meta-theatricality, and versification, as well as consider what political and commercial implications these plays might have had during Shakespeare's life and what meaning they hold for us today. **LIT EUR** (Mr. Billings)

EL 324 Renaissance Drama (I or II) (Fall)
A survey of English Renaissance drama (excluding Shakespeare) that will help students place Shakespeare in the context of other works for the stage before and during his career, including such writers as Kyd, Marlowe, Jonson, Dekker, Middleton, Beaumont, Fletcher, Ford, and Webster. We will also devote time to studying the organization and evolution of the public theatres as well as the publication of plays in Shakespeare's day. **(LIT)** (Mr. Billings)

EL 334 Sixteenth and Seventeenth Century Lyric (I or II) (Spring)
This course will consider the development of English lyric during the sixteenth and seventeenth centuries, focusing on a close reading of the poems and considering, where relevant, their historical and cultural contexts. We will begin with the influence of Petrarch on the English love poetry of the period, looking first at Thomas Wyatt's translations of Petrarch's sonnets. Throughout the course we will be interrogating the representation of love and sexuality in these poems, with particular attention to the status of the female beloved. Other important themes will be the relationship between man and God, the social and political influence of the court, and the changing nature of subjectivity. The vexed position of poetry at this time will also be considered through a reading of particularly influential prose works, such as Sidney's *Defense of Poesy* and Puttenham's *Art of English Poesy*. We will pay particular attention to the works of Wyatt, Sidney, Spenser, Shakespeare (sonnets), Donne, Jonson, Mary Wroth, Herbert, Marvell, and Milton, though we will also consider, where appropriate, selections from popular miscellanies, ballads, and song books. **LIT EUR** (Ms. Wells)

SEMINARS

The process or activity of the seminar is as important as the subject: In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill distribution requirements for the major in addition to field requirements are so indicated.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures at least one week before registration. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during their junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

JUNIOR SEMINARS

Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing, as well as discussion of research and critical methods. Open to seniors when space is available.

[EL/WG 351 Junior Seminar: The Brontës—A Critical History]

[EL/ES 352 Junior Seminar: Wordsworth and Basho]

SENIOR SEMINARS

Courses that meet the English department requirement for critical or creative senior thesis work are listed below. Junior seminars, and some seminars offered by other departments and/or programs, when appropriate to the field, may also be used to fill the seminar requirement.

[EL 406 Seminar: Shaw and Rattigan]

[EL 408 Seminar: D.H. Lawrence]

EL 409 Seminar: James Joyce (Spring)
We will study Joyce's major works of fiction, with the exception of *Finnegans Wake*. These include: *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. There will be some emphasis on background material to illustrate and clarify the rich array of specific details, settings, persons, and events which make up the turn-of-the-century world of Irish Catholic Dublin, the exclusive scene of all of Joyce's fiction. We will also consider various critical approaches to Joyce's monuments

of modernism. Approval required. (Please apply at department office.) (Mr. Price)

EL/AL 411 The Poetry of Robert Frost (Fall)
We will take our cue from MacLeish's remark: "Frost has looked as long and deeply into the darkness of the world as a man well can. . . he met the Furies on their own dark ground." Reading all of Frost's poetry, and much of his prose, classes will focus on "major" poems. Secondary reading in biography, criticism, letters is expected. (Prerequisite: at least one upper level poetry course in either American or British literature or permission of the instructor.) Approval required. (Please apply at department office.) (Mr. Hill)

EL 412 The Novel's Narrators (Fall)
At the heart of great novels are great narrators—speakers whose unique (sometimes warped) point of view colors and shadows every action and idea they narrate. Some questions we will examine include: Is telling a story an act that distances the narrator from that tale, or fatally involves him or her? How do we manage to see through "unreliable"' narrators, when their version is the only one we hear? How do multiple narrators cohabit in one work? Can the narrator ever be the villain? Authors studied will include Emily Brontë, Vonnegut, Robbe-Grillet, Ford, Nabokov, Graham Greene, Camus, Henry James. Approval required. (Please apply at department office.) (Mr. Baldridge)

EL/WG 413 The Heroine as Hero (Spring)
In this course, we will examine novels of the nineteenth and early twentieth century that feature heroines whose divergence from cultural norms of femininity, and centrality to the narratives themselves, challenged conventional conceptions of what it means to be a "heroine." By placing women at the center of their fictions, these authors insisted upon the importance of the issues that occupied women's lives in this period. At the same time, they showed how new developments in narrative form depended on enlarging the novel's sphere of representation. Novels to be read will include: C. Bronte, *Villette*; Eliot, *The Mill on the Floss*; Gaskell, *Mary Barton*; Woolf, *Mrs. Dalloway*; Rhys, *Wide Sargasso Sea*. Course will include some historical background and reading in feminist literary theory. Approval required. (Please apply at department office.) (Ms. Byerly)

[EL 423 Seminar: Shakespeare: The Movie]

EL/LS 705 Seminar: Senior Colloquium in Literary Studies (Fall)
See Program in Literary Studies listings for description. Approval required. (Please apply at English department office.) (Mr. Bertolini)

Writing

All writing courses are workshops; therefore, places are limited, and, except for EL 170, admission is by waiver. English and American literature majors are generally given priority, then concentrators. Please come to the English department office at least one week prior to registration.

Level One
The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basics of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 170 as the entry course to the writing sequence, although EL/TH 218 or EL/TH 240 may be substituted. See course descriptions for details.

EL 170 Writing Poetry, Fiction, and Nonfiction (Fall, Spring)
An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers, and regular discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 360, EL 365, EL 370, and EL 375. **ART** (fall: staff, spring: staff)

EL/TH 218 Playwriting I (CW 15)
See Department of Theatre, Dance, and Film/Video listings for description. (Ms. Faraone)

EL/TH 240 Screenwriting Workshop I (CW 12) (Fall, Spring)
See Department of Theatre, Dance, and Film/Video listings for description. **ART** (fall: Mr. Mitchell, spring:staff)

Level Two
The second level of courses in the writing sequence consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by waiver. Students must have taken the appropriate Level One prerequisite course. A student wishing to take a Level Two workshop without the appropriate prerequisite may do so by waiver of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level Two courses (except EL 365) may be elected more than once, provided the student has a grade of B or better in the first Level Two course.

EL/TH 341 Screenwriting Workshop II (CW 12) (Spring)
See Department of Theatre, Dance, and Film/Video listings for description. **ART** (Mr. Mitchell)

EL 360 Workshop: Nonfiction (Fall, Spring)
Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 107 and approval; apply at department office.) **ART** (Mr. Bain)

EL 365 Workshop for Nature Writers (Winter)
(See Winter Term 2000 Course Catalog for description. Apply at department office.) **ART** (Mr. Mitchell)

EL 370 Workshop: Fiction (Fall, Winter, Spring)
Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class dis-

cussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 170) (Approval required for this course; please apply at the department office, Munroe 111.) **ART** (Mr. Cohen, Mr. Paine, and staff)

EL 375 Workshop: Poetry
(May be offered in winter term 2000)

Level Three
The third level of courses in the writing sequence consists of writing tutorials for students who have completed one Level One and two Level Two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American literature major must have taken two Level Two workshops with a minimum average of B+ for the two workshops. No more than one 300-level workshop may be taken in winter term.

SPECIAL PROJECTS
The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (EL 560) may be undertaken after completion of the introductory and two Level Two workshops in writing.

EL 500, EL 520, EL 560 Special Projects (Fall, Spring)

THESES AND ESSAYS
Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or two 300-level writing workshops) should elect either EL 700, EL 701, EL 710, or EL 711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or EL 701), which can be converted to a thesis if work proceeds well during the first term.

EL 700 Senior Essay: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. (staff)

EL 701 Senior Essay: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 710 Senior Thesis: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. (staff)

EL 711 Senior Thesis: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 720 Senior Comprehensive Program (Winter)
Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. (staff)

FOREIGN LITERATURE IN TRANSLATION

CHINESE

[CS 130 The Chinese Literary Tradition (in translation)]
Next offered spring 2001.

CS 216 Traditional Chinese Fiction in Translation (Fall)
Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West*, *The Dream of the Red Chamber* (also known as *The Story of the Stone*) and the erotic *Plum in the Golden Vase*. This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature and various narrative structures, modes of characterization and style typical of Chinese fiction. **LIT OTH** (Ms. Reed)

[CS 220 Twentieth-Century Chinese Literature, Art, and Politics]

CS/TH 250 Contemporary Chinese Cinema (Spring)
Chinese cinema has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth and sixth generation film makers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries and the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." Films we may view and discuss include Zhang Yimou's *Raise the Red Lantern;* Chen Kaige's *Farewell My Concubine*; Huang Shuqin's *Woman, Human, Demon*; Hou Hsiao-hsien's *City of Sadness*; Ts'ai Ming-liang's *Hole;* John Woo's *The Killer*, and Wong Kar-wai's *Fallen Angels.* (No prerequisites; some familiarity with modern Chinese studies or film studies useful) **ART OTH** (Mr. Moran)

CS 325 Traditional Chinese Poetry (in translation) (Spring)
This course introduces the basics of Chinese poetics and explores interconnections among a wide variety of Chinese poems. The works to be studied in this course belong to a vibrant poetic tradition spanning more than two thousand years. Among

the poems we will read are folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads of love, war, friendship, loss, and separation. This course will include a wide range of memorable landscape, travel, romantic, and metaphysical poems by some of the greatest creative geniuses who ever expressed themselves in verse: Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo, Li Qingzhao, etc. We will analyze poetic expression ranging from relatively free-form verse to poems following strict formal conventions. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, but students will also be encouraged with other critical approaches. (Two Middlebury literature courses or one Middlebury literature course plus one course on China, including any Chinese language course, especially CS 130) **LIT OTH** (Ms. Reed)

CS 340 Contemporary Chinese Literature and Culture (in translation) (Fall)
A seminar centered on an in-depth examination of developments in Chinese literature over the past two decades, a time of tumultuous change in the Chinese cultural world. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of experimental and popular fiction from mainland China during the 1990s. We will also take up examples of recent writing from Taiwan, Hong Kong, and the Chinese diaspora. This course will include consideration of the various ways important events in China since 1949 have been remembered, imagined, and given meaning. This seminar will also investigate some crucial controversies in contemporary China (about national identity, for example) and look at how such controversial issues have been disseminated and contested. (CS 130, CS 216, CS 220, HI 332, PS 220, SA 335, or permission of the instructor) **LIT OTH** (Mr. Moran)

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, marxist, feminist, post modern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Sophocles, Coleridge, Lu Xun, Natsume Soseki, Henry James, Borges, Kafka, and others. Narrative prose fiction is the main focus. Limited enrollment, priority for seniors and juniors. (Prior completion of four semesters of college study and of at least three college–level literature courses strongly recommended [including LI 101 or EL 203], priority enrollment given to seniors and juniors majoring in CS and LS, or obtain instructor's approval in advance.) (Mr. Berninghausen)

French

[FR 120 Women Writers in France]

[TH 241 French Cinema (In English)]

German

[GN/WS 121 Growing Up Female (in English)]

[GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English)]

Italian

[IT/LS 290 Dante (in English)]

[IT 292 Contemporary Italian Women Writers in Translation]

[IT 294 Modern and Contemporary Italian Literature in Translation]

[IT 296 Literature of the Italian Renaissance (in English)]

[IT 298 Italy in World War II: Memory, Myth and Martyrdom in Literature and Film (in English)]

Japanese

JA 216 Traditional Japanese Literature in Translation (Fall)
This course is an introduction to Japanese literature from ancient times to the late Middle Ages. We will consider the themes of love, sexuality, death, nature, subjectivity, and obsession in poetry, narrative prose, and drama. **LIT OTH** (staff)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)
An examination of a century of Japanese prose literature, from the 1890s to the present day. The persistence of tradition, the impact of foreign models, modernity, individuality, postmodern issues, and the problems of literature as the conscience of culture will be discussed. Authors include Soseki, Mishima, Murakami, and the recent Nobel Prize winner Oe Kenzaburo. **LIT OTH** (staff)

JA/TH 237 Japanese Film (in English) (Fall)
This course presents a cultural analysis of Japanese film, among the first to win international recognition as a "national cinema." The competing relationships between text and image and between modern and traditional expression will be examined through representative films and readings. Directors include Mizoguchi, Kurosawa, and Imamura. (Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ART OTH** (Ms. Cavanaugh)

[JA 320 Natsume Soseki and the Modernization of Japan (in English)]

Russian

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
This course acquaints students with the history and development of Russian literature from Pushkin to Tolstoy. Brief lec-

tures on Russian literary and cultural background will supplement class discussion, enabling students to enter the magical world of manipulation used by Russian authors to circumvent the powerful censors. Students achieve sophistication in literary techniques, as well as an awareness of the Russian experience. **LIT EUR** (Mr. Moss)

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880-Present (in English) (Spring)
This course introduces students to the exciting new experiments of Russian authors reacting to Russia's Golden Age masters. Discussion supplemented by brief lectures will focus on outstanding works representing various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from the literatures of decadence, symbolism, utopianism, and socialist realism, as well as the civil war, thaw, protest, and post-Soviet periods. **LIT EUR** (Mr. Davydov)

[RU 251 Epic, Myth, and Ritual in Soviet Literature (in English)]

RU/WG 255 Gender and Sexuality in Russian Culture (in English) (Fall)
This course will investigate the categories of gender and sexuality in Russian culture. We will look at literary texts and films from various periods to see how these categories were constructed in pre-Revolutionary Russia, in the Soviet Union and in post-Soviet Russia. Topics addressed will include Russian definitions of masculinity and femininity, same-sex desire, and the connection between political and sexual dissidence. Works to be examined include traditional folk tales, Tolstoy's "Kreutzer Sonata," Nagrodskaya's *Wrath of Dionysus*, Kuzmin's *Wings*, and the films *Bed and Sofa* and *Little Vera*. Lecture and Discussion. **LIT EUR** (Mr. Moss)

RU 351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. **LIT EUR** (Mr. Beyer)

[RU 352 Tolstoy (in English)]

[RU 354 Chekhov (in English)]

RU/AL 359 The Art of Vladimir Nabokov (in English) (Spring)
A study of the "perverse" esthetics of this Russian American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. **LIT USA** (Mr. Davydov)

PROGRAM IN LITERARY STUDIES

Director: John Bertolini

The Program in literary studies draws upon the combined resources of the individual language and literature departments and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables them to achieve a broad awareness of a variety of major Western literatures of different periods (in addition to the literature of China and, since 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each Literary Studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major, he or she will be obliged to take: (a) two courses—one generally historical, one generally theoretical in its orientation—from the list specified below under the "Summary of Major Requirements"; (b) one course at the 300 level in a foreign language (including Greek and Latin); and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the number of authors from this list whose works students will actually choose to discuss on the comprehensive examination in any given year will be limited to 12.

The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer	Natsume Soseki	Chikamatsu
Aeschylus	Calderón	Lu Xùn
Sophocles	Lope de Vega	Gogol
Vergil	Borges	Dostoevsky
Ovid	Molière	Tolstoy
Lucretius	Baudelaire	Shakespeare
Dante	Proust	Milton
Boccaccio	Goethe	Wordsworth
Pirandello	Kafka	Joyce
Cervantes	Mann	Emerson
Tirso de Molina	Wang Wei	Melville
Murasaki Shikibu	Câo Xuequin	Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program.

Beyond the two historical and theoretical courses required for the program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, normally one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of the overall grade average in the major, performance on the comprehensive examination, and a senior honors essay of 30–40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this honors essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, normally one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than ten in either division, no more than six in any one department). ***Note:*** Enrollment in this program serves to fulfill the concentration requirement.

(1) Two of the historical and theoretical courses listed below, one from each category as currently offered. (With the permission of the director, alternative courses may be substituted for those specified here.)

Historical

CL 150 The Ancient Epic
CL 152 Greek Tragedy
RE 180 Introduction to Biblical Literature
PS 101 Introduction to Political Science

Theoretical

CS/LS 360 Introduction to Literary Theory and Criticism

(2) One course at the 300 level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department (Courses in language instruction may not be counted toward this requirement.)

(4) Area of Specialization (by genre, period, or national literature): A one-hour oral examination, to be taken in the fall semester before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to nonmajors if space is available).

(6) Senior Independent Reading Course in preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour oral examination in the specialization they have selected. This examination represents the first part of the comprehensive requirement.

(7) Comprehensive Examination (on works specified in primary and secondary lists), to be taken at the end of winter term of the senior year: As indicated, this five-hour written examination represents the second part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of the overall grade average in courses in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay to be administered by two examiners, normally one from each division, will also be required.

The literary studies program is administered by John Bertolini, who serves as chair of an ad hoc Program Committee made up of representatives of each of the participating departments (one member per department). In the primary list for the comprehensive examination, each of

the participating departments has specified the names of three major authors of three different periods for inclusion. In addition, the members of the Program Committee assist in approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the sixteenth century).

Please Note: Any literature course in the Middlebury College curriculum may be used to fulfill the requirements for the Program in Literary Studies. Hence, in addition to the specific LS course descriptions indicated below, students majoring in literary studies—as well as nonmajors with an interest in literature—are urged to read through the entire literature offering by various departments grouped together in this section of the college catalog.

LS/CS 360 Junior-Senior Seminar: Introduction to Literary Theory and Criticism (Spring)
See Department of Chinese listings for description. (Mr. Berninghausen)

LS 500 Independent Reading Course (Fall)
Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice. (Mr. Bertolini)

LS 700 Special Research (Winter)
Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations. (Mr. Bertolini)

LS/EL 705 Senior Colloquium in Literary Studies (Fall)
Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The authors to be studied this term are: Sophocles, Boccaccio, Calderon, Molière, Goethe, Gogol, Baudelaire, Proust, and Pirandello. (Open to nonmajors with permission of the instructor.) (Mr. Bertolini)

LS 710 Senior Honors Essay (Spring)
(Mr. Bertolini)

NATURAL SCIENCES

BIOLOGY

Professors: Tom Root (chair), Stephen C. Trombulak (on leave academic year), Christopher Watters; *Associate Professor:* Sallie Sheldon; *Assistant Professors:* Matthew Dick (on leave academic year), Andrea Lloyd (on leave fall semester), David Parfitt, Grace Spatafora, Helen Young; *Visiting Assistant Professor:* Donald Stratton, Janie Wulff; *Assistants:* Vickie Backus, H. Peter Wimmer; *Visiting Scholar:* Christopher L. Fastie

The mission of the Department of Biology at Middlebury College is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We strive to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of biology, to relate that knowledge to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate his or her understanding to others both within and outside the field of biology. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. We offer a variety of upper-level courses in each area, and we are well equipped to offer laboratory and field courses throughout the curriculum. Seniors frequently do independent research with the faculty, sometimes producing professional publications. The location of the College, with thousands of acres nearby, owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies.

The Biology department offers a major and a minor in biology, participates in offering a major in molecular biology and biochemistry, and participates in formal joint majors with both psychology (the biology/psychology major) and environmental studies.

Requirements for the Biology Major:
The biology major has three parts: core courses, biology electives, and science cognates.

Core Courses: Each student must take each of these courses.

1. BI 190 Ecology
2. BI 195 Genetics and Evolution
3. BI 250 Organelles and Cells (Note: This course has CH 103 as a prerequisite.)
4. One course from among BI 201 Invertebrate Biology, BI 202 Vertebrate Life, BI 203 Biology of Plants, and BI 310 Microbiology.

Electives: Each student must take seven additional courses from the biology department, not including BI 120, BI 130, BI 140, or 150.

Cognates: Each student must take four courses in related science disciplines. One of the four cognate courses is automatically CH 103 because this is a prerequisite for BI 250. The remaining three can include chemistry (excluding CH

170), computer science, geography (only GG 254 and GG 320), geology (excluding GL 104), physics (excluding PH 101 and PH 155), mathematics, and psychology (only PY 201, PY 207, and PY 301).

Guidelines and Restrictions Relevant to the Selection of Courses for the Major:

- It is expected that the core courses will be completed by the end of the sophomore year.
- Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.
- Departmental and cognate courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements.
- At least five of the electives in the department must be chosen from those offered at the 200, 300, and 400 levels during the fall or spring semester.
- The remaining two electives may include BI 500 Independent Study, BI 555 Advanced Summer Research, BI 600 Winter Term Independent Study, or one winter term course designated for major credit.
- A maximum of three courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). This includes courses taken at the Marine Biological Laboratory at Woods Hole and at the Center for Northern Studies.
- Except for transfer students, off-campus biology courses must be beyond the introductory level.
- When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Requirements for a minor in Biology: BI 190, BI 195, and BI 250, and two elective courses from 200-, 300-, and 400-level courses in the department, one of which must be at the 300 level.

Guidelines and Restrictions for the Minor are:

- Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.
- The two electives need to be related thematically.
- When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.
- Transfer credit for a course will be given only after the department chair reviews the course material upon a student's return to campus. (See guidelines for transfer credit.)

Requirements for the Molecular Biology and Biochemistry Major: See the listing of the Program in Molecular Biology and Biochemistry for a description of this major.

Requirements for the Biology/Psychology Joint Major: See the listing of the Department of Psychology for a description of this major.

Requirements for the Joint Major with Environmental Studies: BI 190, BI 195, BI 250, ES 112, PS 211, EL/AL 215, GG 320, ES 401; four courses from among the conservation biology focus of the ES major (see the listing under the Program in Environmental Studies); one additional course in organismal biology from among BI 201, BI 202, BI 203, and BI 310; two nonscience cognates from among the list of ES cognates (see the listing under the Program in Environmental Studies); and three cognates from among the list of biology cognates.

Self-designed joint major programs with other departments are possible for students wishing to study aspects of two related disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

Graduate or Professional Training: Students planning careers that require graduate or professional training (including medical, veterinary, and dental schools) should be aware that these schools often require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109, and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see Premedical Program).

Departmental Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for admission to the department's honors program after one semester of independent study. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member by winter term of their junior year. All other prospective thesis students should consult with prospective advisers concerning possible honors projects by spring term of their junior year. Honors projects must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. High honors are given to students who meet the general College requirements and who complete an outstanding independent project. A necessary, but not sufficient, condition for the awarding of high honors is a grade on the thesis of at least B+.

Advanced Placement Credit: Middlebury College grants one college credit for a score of 5 on the Biology Advanced Placement Exam. However, because the biology department does not offer any introductory course that is the equivalent of an AP biology course, advanced placement credit does not exempt a student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement.

Off-Campus Study: Students interested in taking biology courses off campus are strongly encouraged to discuss their plans with their adviser early in their college careers. Students should especially see the "Guidelines and Restrictions" section of the requirements for the biology major for restrictions on obtaining transfer credit. Students seeking approval for biology courses taken off campus should be prepared, upon their return, to document course content with syllabi and class notes.

Master of Science Degree: The department admits a limited number of graduate students as candidates for the degree of Master of Science. Degree requirements are listed separately under graduate programs.

BI 120 Key Issues in Genetic Engineering (Fall)
There has been significant public awareness about molecular biotechnology ever since it emerged as a new field of study during the late 1970's. The biotechnology revolution has since provided humankind with extraordinary benefits, including the ability to treat and/or prevent disease, to create crop plants that are more nutritious and resistant to drought, and to facilitate the removal of pollutants from the environment, to name

only a few. But from this powerful technology a variety of social concerns have also emerged. Is it ethical to clone animals? Should gene therapy approaches be applied to humans *in utero*? Is it safe to release genetically-engineered organisms into the environment? Should life forms be patentable? Should we allow DNA fingerprinting into our courtrooms? This class for nonscience majors will focus on the principles and concepts of biotechnology so that the ethical and public policy implications arising from genetic engineering practices can be discussed and debated. Occasional laboratory exercises will expose students to DNA manipulation and analysis first-hand. 3hrs. lect., 1hr. disc. **SCI** (Ms. Spatafora)

[BI 130 Climate Change and its Ecological Impacts]

BI 140 Applications in Conservation Biology (CW) (Fall)
In this course we will study current issues in conservation, exploring the use and misuse of science in natural resource management and policy decisions. In lecture we will address an array of topics with the central theme of human impacts on the environment; for example: threatened and endangered species; habitat fragmentation; introduced species; the design of nature preserves, land-use impacts; and restoration ecology. The laboratories are ***not*** cookbook: we will assist local conservation and natural resource agencies by conducting original research at nearby preserves and public lands. 3 hrs. lect./disc. and 1 hr. lab. **SCI** (Ms. Girdler)

BI 190 Ecology (Fall, Spring)
How can some fish be frozen in the ice and still survive? A Vermont plant starts growth early in the spring by creating heat. What determines where species live, and whether their populations expand or decrease? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will look at how individuals affect members of their species. We will explore the diversity of interactions among species and their role in the organization of communities and why prairies are found in some places and forests in others. Not open to junior or senior biology majors. 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Ms. Sheldon, spring: Ms. Lloyd)

BI 195 Genetics and Evolution (Fall, Spring)
This course will introduce cell structure, cell division, patterns of inheritance, molecular and chromosomal bases of variation and inheritance, and genetic control of enzymes. It will continue by focusing on the principles of population genetics and mechanisms of evolution, including natural and sexual selection, altruism and kin selection, genetic drift, and speciation. It will conclude with a brief introduction to phylogenetic analysis and coevolution. Laboratory sessions will include experimental work and observation plus discussions of problems and assigned reading. 3 hrs. lect., 3 hrs. lab. **SCI DED** (Ms. Young, staff)

[BI 200 Systematics]
SCI DED

BI 201 Invertebrate Biology (Fall)
The study of the major invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. Animals, ranging from protozoans and worms through mollusks and insects, are collected from different habitats for both field and lab studies, with emphasis upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to fresh water, marine, and terrestrial habitats. Independent projects are completed by all students. 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Root)

BI 202 Vertebrate Life (Spring)
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 190 or BI 195) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Parfitt)

BI 203 Biology of Plants (Fall)
An introduction to plants, their life cycles, and their relationships to each other, as well as to the animals that pollinate them and eat them. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). The laboratory will emphasize plant identification (students will make a plant collection), various aspects of plant ecology and physiology, plant morphology, and plant use by humans. Field trips will be the norm early in the semester. (BI 190 or BI 195 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Ms. Young)

[BI 210 Conservation Genetics]

BI 216 Animal Behavior (Fall)
The behavior of animals and humans studied from the perspectives of genetics, physiology, evolution, and other biological determinants. Following an introduction to the history and methods of animal behavior, the course examines individual and social behaviors such as feeding, courtship, mating, parental care, defense, and migration. We study live animals in the field and lab to illustrate such processes as instinct, learning, imprinting, and communication. Recent controversies about behaviorism, intelligence, and sociobiology are discussed, and students design their own research projects. 3 hrs. lect., lab arranged independently. **SCI** (Mr. Root)

[BI 225 Human Genetics]

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology (Spring)
The biology of eukaryotic cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include the membrane basis of compartmentation and transport, nucleic acids and their roles in replication and protein synthesis, regulation of intermediary metabolism, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. ***Note:*** Designed primarily for sophomores and advanced first-year stu-

dents, who have taken or bypassed both BI 195 and CH 103, registration will follow this preferential order: sophomores, first-year students, seniors, and finally juniors. Senior and junior biology majors and joint majors may take BI 250 only by waiver. Every attempt will be made to accommodate students with their preferred choice of laboratory section, but juniors and seniors should be prepared to enroll in any laboratory section available and sign up by waiting list. Questions and concerns should be directed to Mr. Watters. (BI 195 or equivalent preparation; CH 103) 4 hrs. lect., 3 hrs. lab. (Mr. Watters)

[BI 302 Vertebrate Natural History]

BI 304 Aquatic Ecology (Fall)
This field course will introduce students to the aquatic ecosystems of the northeastern U.S., including lakes, streams, rivers, and oceans. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment. (BI 190) 3 hrs. lect./3 hrs. lab. (Ms. Wulff)

BI 305 Developmental Biology (Spring)
How do organisms develop? How is gene activity regulated such that stable and complexly different tissues and organs arise during the development of an apparently simple, single-celled egg? An introduction primarily to animal development and such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Lectures and discussion will focus on the mechanisms underlying these processes and such non-embryological phenomena as metamorphosis, regeneration, and carcinogenesis. This course alternates with BI 440 and is taught every other year. (BI 250 or CH 322 and permission) 3 hrs. lect. and disc. (staff)

BI 310 Microbiology (Fall)
The microbiological principles emphasized in this class should provide students with a foundation for advanced study in many areas of contemporary biology. Specifically, the basic and applied aspects of microbiology will be integrated into a study of the prokaryotic microorganisms. We will discuss the general principles of cell structure and function, as well as the role of microorganisms in disease, agriculture, and biotechnology. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the environment. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Ms. Spatafora)

BI 314 Molecular Genetics (Spring)
This course is concerned with the structure and function of the genetic material. Primary focus is on eukaryotes, although prokaryotes and viruses are discussed when appropriate. Attention is given to regulation of gene activity, molecular models of recombination, oncogenic viruses, and gene control of development. The laboratory will provide training in both classic and contemporary recombinant DNA techniques, including genomic library construction, transposon mutagenesis, southern blotting, DNA sequencing, electroporation, and DNA amplification by PCR, to name a few. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Ms. Spatafora)

BI 323 Plant Ecology (Fall)
In this course we will investigate the role of plants in terrestrial ecosystems. We will investigate plant physiological ecology, considering how environmental factors influence physiological processes. We will study the dynamics of plant populations, considering such factors as the evolution of life history strategies, pollination ecology, and mating systems. Finally, we will explore how plant community structure and distribution changes over time as a result of climate change and disturbance. Labs, many of which will be held outside at local field sites, will emphasize field techniques and the principles of experimental design in plant ecology. (BI 190) 3 hrs. lect., 3 hrs. lab. (Mr. Stratton)

BI 330 Mechanisms of Microbial Pathogenesis (Spring)
Many microorganisms have the potential to cause disease. An understanding of pathogenic mechanisms is therefore essential for the development of effective disease treatment strategies. This course will explore the mechanisms by which microbial pathogens adhere to, invade, and persist in the human host. While an emphasis will be placed on microbial mechanisms of disease, the host response to the infectious process will also be discussed. (BI 250) 3 hrs. lect./disc. (Ms. Spatafora)

[BI 335 Human Microanatomy]

BI 340 Immunology (Fall)
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect./disc. (staff)

BI 360 Practical Cell Biology (CW) (Fall)
The application of advanced techniques to the study of cells and their organelles. We will study ameboid locomotion and endocytosis, make primary cultures of mammalial tissue cells, and isolate and characterize cellular fractions using "marker" enzymes. Discussions and papers will emphasize the design of experiments, critical interpretation of data, and the development of expository writing skills. Among other techniques, students will be introduced to differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, chromatographic methods, and the safe usage of radioisotopes. A field trip to a "patch-clamping" laboratory is planned. (BI 250 and CH 241 or CH 322 or permission) 2 hrs. lect./disc., 4 hrs. lab. (Mr. Watters)

BI 370 Animal Physiology (CW 15) (Spring)
This course examines the body functions of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range

of environments (e.g., high altitude, deep sea, desert, and polar conditions). Computer simulations illustrate such problems as artificial organs, exercise, stress, and disease. Laboratories emphasize experimental design. We will study respirometry, osmometry, electrophysiology, cardiac function, muscle physiology, endocrinology, thermoregulation, and small animal surgery. (BI 250 or admission by waiver) 3 hrs. lect., 3 hrs. lab. (Mr. Root)

BI 390 Advanced Ecology (Spring)
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure, and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190, and any biology course above the 100 level) 3 hrs. lect. (Ms. Wulff)

[BI 395 Advanced Evolution]

[BI 440 Membranes in Health and Disease]

[BI 470 Neural Regulation]

[BI 490 Seminar in Plant Ecology]

BI 491 Tropical Ecology Seminar (Spring)
Tropical ecosystems, such as rain forests and coral reefs, are intriguing because of their extraordinarily high biodiversity. These systems may also be especially vulnerable to human activities. Through selections from classic and recent primary scientific literature we will explore important differences between tropical and temperate systems, including aspects of the evolution, morphology, life histories, defense mechanisms, and physiology of individual organisms; population dynamics; long-term community dynamics, recovery from disturbance, and diversity-enhancing processes; and ecosystem characteristics. (prerequisite: at least one 300–level ecology/organismal course). 3 hrs. disc/lect. **SCI** (Ms. Wulff)

[BI 492 Conservation Biology Seminar]

[BI 496 Seminar in Molecular Evolution]

BI 500 Independent Study (Fall, Winter, Spring)
Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors, joint majors, and molecular biology and biochemistry majors. (Prior to registering for BI 500, a student must have discussed and agreed upon a project topic with a member of the biology department faculty.) 3 hrs. disc. (staff)

BI 900 Research and Thesis (Fall, Winter, Spring)
Required for all M.S. degree candidates. (Approval required from the department chair) 3 hrs. disc. (staff)

Semester Program At Woods Hole Marine Biological Laboratory

The Marine Biological Laboratory is a research and teaching facility in Woods Hole, Massachusetts, on Cape Cod. The 14-week fall semester program in ecosystem science offers students an opportunity to take four upper-level courses that emphasize laboratory and field investigations on diverse aspects of aquatic and terrestrial ecosystems. Students live in dormitories that are part of the Marine Biological Laboratory campus and interact extensively with the faculty of the MBL. The semester involves three core courses required of each student (WH 301, WH 302, and WH 303) plus one elective chosen from among WH 310, WH 311, and WH 312. Applications may be obtained from the biology department chair.

WH 301 Analysis of Aquatic Ecosystems (Fall)
The nature and controls of ecosystem processes (production, decomposition, element cycling, and biogeochemistry) will be described and contrasted in freshwater, estuarine, and marine ecosytems. Application of basic principles of ecosystems ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation, effects of introduced species, acid deposition, and global change. Offered in conjunction with WH 302 (Analysis of Terrestrial Ecosystems), the course will compare the behavior of aquatic ecosystems with terrestrial ecosystems, and will stress a watershed approach describing links between land and water ecosystems. Intensive hands-on field and laboratory work introducing current methods in aquatic ecosystems analysis at ponds and embayments on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 302 Analysis of Terrestrial Ecosystems (Fall)
An introduction to fundamental biogeochemical processes in fields, pastures, tundra, and forested ecosystems. Physiological ecology of land plants and soil organisms in an ecosytems context. Impacts of environmental change on the landscape at local, regional, and global scales (e.g., how elevated atmospheric CO2/ derived from fossil fuel combustion might affect plant productivity and carbon storage in terrestrial ecosystems). Offered in conjunction with WH 301 (Analysis of Aquatic Ecosystems), the course will also stress linkages between land and water, focusing on ways in which changes in land use alter carbon and nutrient (e.g., phosphorus or nitrogen) dynamics, storage, and export to adjoining aquatic ecosystems. Intensive hands-on field and laboratory work introducing current methods in terrestrial ecosystems analysis at forested sites on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 303 Ecosystem Research (Fall)
A key feature of the Marine Biological Laboratory program is an independent research project. Using the methods learned during organized laboratory and field exercises in the first 10 weeks of the semester, students will formulate original questions focused on a local site on Cape Cod, and develop a research protocol designed to answer those questions. Planning for the projects will begin about 5 weeks into the term and all formal course work will end after 10 weeks, allowing students to pursue their projects full time for the last 5 weeks of the semester. Projects will be collaborative efforts involving teams of two–four students, and each team will work under the supervision of a faculty member at the Ecosystems Center. Students will be expected to report the results of their findings in three ways: (1) a technical report written in the format of a scientific paper; (2) a lay summary written in a journalistic format; and (3) orally in a symposium held at the end of the semester. Required supervisory meetings twice weekly; other meetings as needed or requested. (staff)

WH 310 Mathematical Modeling of Ecological Systems (Fall)
This course will be an introduction to dynamic simulation modeling of ecological processes, including the role of models in science, the relationship of models to scientific theories, and methods for testing the performance of models against the real world. We will survey important models in ecology to illustrate their many uses and to understand their value in attempting to predict long-term ecological responses to global change. A major focus of the course is the application of the simple concept of mass balance to simulate population, community, and biogeochemical processes. Students will develop their own computer models of the growth of individual organisms and populations, interactions among competing species, a predator-prey interaction, and an ecosystem element cycle. 3 hrs. lect./disc. (MA 112 plus some experience with a computer programming language) (Mr. Rastetter)

WH 311 Aquatic Chemistry (Fall)
The theoretical basis for predicting the chemical composition of natural waters and soil solutions at equilibrium covered in this course will equip students to understand element cycling in ecosystems. Five major topics will be explored: (1) acid-base chemistry, (2) dissolution/precipitation, (3) complexation, (4) oxidation and reduction, and (5) adsorption. We will emphasize problem solving, using approximation and graphical methods, as well as the computer program MINEQL+, to calculate the chemical composition and speciation of solutions at thermodynamic equilibrium. The application of equilibrium models to current environmental issues—such as increasing carbon dioxide in the atmosphere, acid rain, and eutrophication—will be stressed. 3 hrs. lect./1 hr. lab. (CH 103 and CH 104) (Ms. Giblin)

WH 312 Microbial Ecology (Fall)
This course will explore the scientific rationale behind a number of methods suitable for determining the role of microbes in ecosystems. Students will carry out procedures in a series of hands-on laboratories teaching the methods necessary to measure: (1) biomass and activity of fungal hyphae by direct counts, ergosterol, and fluorescene diacetate; (2) bacterial biomass in natural waters and soils; (3) availability of dissolved organic matter in natural waters; (4) mineralization of radioisotopically labeled organic compounds; (5) microbial exoenzymes in soils and water; (6) turnover of organic compounds in estuaries; (7) bacterial production; abundance and activity of flagellates and ciliates that graze bacteria; and (8) use of molecular probes for identifying species of microbes. 3 hrs. lect./lab. (Mr. Hobbie)

Chemistry and Biochemistry

Professors: Jeffrey Byers (chair), James Larrabee, Stephen Sontum; *Associate Professors:* Sunhee Choi, Robert Cluss (on leave academic year); *Assistant Professors:* Richard Bunt, Lisa Landino; *Visiting Assistant Professor:* David Weis; *Assistants:* Tage Ernevad, Kathleen Jewett

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and predental programs.

Required for the Major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CH 103*, CH 104 (or CH 107), CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. Students who have scored 3 on the Advanced Placement Examination in Chemistry are awarded one course credit (for CH 103) and must begin their college study of chemistry with CH 104. Students who have scored a 4 or 5 on the Advanced Placement Examination in Chemistry may elect CH 104 but are strongly encouraged to enroll in CH 107. Students with strong backgrounds in chemistry are encouraged to take the departmental placement examination to determine if they are qualified for advanced placement. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CH 104 but will not receive credit for CH 103. The department's placement examination is administered at the beginning of each fall and spring term.

Chemistry Specialization Core Courses: CH 311; CH 312; CH 351; CH 353; CH 431; and three electives chosen, with an adviser's approval, from the Department of Chemistry and Biochemistry.

Biochemistry Specialization Core Courses: CH 311; CH 313; CH 322; CH 353; CH 425; and three electives from the departments of chemistry and biochemistry or biology, chosen with an adviser's approval.

Required for the Minor in Chemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include one course from the following: CH311, CH351, CH353, CH442 and another course at the 300-level or higher. It cannot include CH130, CH170, CH400, CH500, or CH700.

Required for the Minor in Biochemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include at least two courses from the following: CH313, CH322, CH425, CH430. It cannot include CH130, CH170, CH400, CH500, or CH700.

See also major in molecular biology and biochemistry.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry
First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 351
Spring: CH 312, CH 353
Senior Year
Fall: CH 400 or elective, CH 431
Spring: CH 700 or elective, elective

Biochemistry
First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 322
Spring: CH 313, CH 353
Senior Year:
Fall: CH 400 or elective, CH 425
Spring: CH 700 or elective, elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CH 400, CH 500, and CH 700, two units of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in synthetic organic chemistry, inorganic chemistry, bioinorganic chemistry, physical and biophysical chemistry, and biochemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the major who elect CH 400, CH 700, and one advanced chemistry course can receive ACS certified degrees upon graduation.

To be eligible for graduation honors in chemistry and biochemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (honors, high honors, or highest honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700 Grade	*CH Course G.P.A.*	*Degree of Honors*
B+	3.05-4.0	honors
A- to A	3.33-4.0	high honors
A	3.77-4.0	highest honors

CH 103 Fundamentals of Chemistry I (Fall, Spring)
Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (fall: Mr. Byers; spring: Mr. Bunt)

CH 104 Fundamentals of Chemistry II (Fall, Spring)
Major topics include chemical kinetics, chemical equilibrium, acid-base equilibria, chemical thermodynamics, electrochemistry, descriptive inorganic chemistry, and coordination chemistry. Lab work includes inorganic synthesis, qualitative analysis, and quantitative analysis in kinetics, acid-base and redox chemistry. (CH 103 or by waiver) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (fall: Mr. Weis; spring: Mr. Sontum)

CH 107 Advanced First-Year Fundamental Chemistry (Fall)
This course is intended for students with a strong background in chemistry and mathematics who wish to begin their study of chemistry at a more advanced level. In CH 107, the topics from CH 104 such as coordination chemistry, thermodynamics, and reaction kinetics will be covered in greater depth. Additional topics such as quantum mechanics, bonding, and spectroscopy will be discussed more extensively. Lab work will parallel the projects in CH 104, but students in CH 107 will use more advanced research instruments and analyze data more rigorously. (AP Chemistry 4/5 or equivalent and MA 113 or equivalent as corequisite.) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (fall: Ms. Choi)

[CH 130 Practical Human Biochemistry] SCI

CH 170 Chemistry in the Environment (CW 15) (Spring)
An exploration of the chemistry of our environment, both natural and polluted. Designed for the nonscience major. Topics covered in this course include biogeochemical cycles, acid rain, ozone depletion, photochemical smog, sewage treatment, global warming, pesticides, and energy technology. Emphasis will be placed on both the current state of knowledge and the underlying chemical principles. These principles include chemical bonding, thermodynamics, acid/base chemistry, kinetics, and stoichiometry. 3 hr. lect. One discussion section is offered for those who wish to fulfill the College writing requirement. **SCI** (Mr. Weis)

CH 241 Organic Chemistry I (Fall)
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determi-

nation. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques such as NMR and IR. (CH 104 or by waiver) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. **SCI** (Mr. Bunt)

CH 242 Organic Chemistry II (Spring)
A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CH 241) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. (Mr. Byers)

[CH 270 Environmental Chemistry]

CH/GL 283 Environmental Geochemistry (CW 15) (Spring)
This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet visible spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CH 104 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Ryan)

CH 311 Instrumental Analysis Laboratory (Fall)
An introduction to analytical and experimental chemistry with an emphasis on practice and application of modern instrumental methods. Lecture topics will include quantitative analysis, statistics and error analysis, experimental design, and the theory and operation of chemical instrumentation. Laboratory projects will involve use of volumetric glassware, atomic spectrometry, UV/Vis spectrometry, differential scanning calorimetry, high pressure liquid chromatography and electrochemistry including potentiometry or voltammetry. (PH 109, CH 242, College writing required, or by waiver) 3 hr. lect., 6 hrs. lab. (Ms. Choi, Mr. Larrabee)

CH 312 Inorganic and Physical Chemistry Laboratory (Spring)
Advanced inorganic and physical experimental chemistry. Laboratory exercises will include: (1) synthesis and characterization of an inorganic molecule which requires use of controlled atmosphere techniques, nmr, FTIR, UV/Vis and GC/MS; (2) rapid kinetics using the stopped-flow technique; (3) resonance energy determination using bomb calorimetry; (4) high resolution spectroscopic analysis of a gas phase molecule using FTIR or UV/Vis absorption spectroscopy; and (5) redox mechanism study using cyclic voltammetry. (CH 311) 3 hr. lect., 6 hrs. lab. (Ms. Choi, Mr. Bunt)

CH 313 Biochemistry Laboratory (Spring)
Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabeling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation, and enzyme kinetics. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and in vitro transcription. (CH 311 or by waiver) 2 hr. lect., 6 hrs. lab. (Ms. Landino)

CH 322 Biochemistry of Macromolecules (Fall)
An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 242) 3 hrs. lect. (Ms. Landino)

CH 351 Microscopic Physical Chemistry (Fall)
A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110, MA 113, or by waiver) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

[CH 352 Macroscopic Physical Chemistry]

CH 353 Physical Chemistry for the Life Sciences (Spring)
A basic course in physical chemistry intended for majors in life science areas. The course presents an introductory development of classical thermodynamics and dynamics as applied to the equilibrium, kinetic, and transport properties of biological molecules. Methods of physically characterizing biological molecules, such as electrophoresis, centrifugation, and radioactive counting, will also be discussed. (CH 104, PH 109, CH 242, MA 113, or by waiver) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

CH 400 Seminar in Chemical Research (Fall)
This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CH 500 or CH 700. (CH 352 or CH 353 and by waiver) 2 hrs. lect., 12 hrs. lab. (Mr. Weis)

CH 425 Biochemistry of Metabolism (Fall)
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics

and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 322 and CH 352 or CH 353 or by waiver) 3 hrs. lect., 1 hr. disc. (Ms. Landino)

CH 430 Current Topics in Biochemistry (Spring)
This seminar is designed for those interested in an in-depth exploration and discussion of selected rapidly developing subdisciplines in biochemistry. Designed for students with a background in cellular biology and/or biochemistry. Topics to be discussed include gene-protein relationships in human cancer, the biochemical basis for learning and aging, molecular switches, and chemotherapeutic approaches to treating HIV infection. Additional topics will be selected by the class. Student-directed discussions will involve a critical review of the recent primary literature with an emphasis on experimental design, execution, and data presentation. (BI 250 or CH 322) 3 hr. disc. (Ms. Landino)

CH 431 Advanced Inorganic Chemistry (Fall)
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

CH 442 Advanced Organic Chemistry (Spring)
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics. (CH 351 or by waiver) (Mr. Byers)

[CH 452 Special Topics in Physical Chemistry]

CH 500 Independent Study Project (Fall, Winter, Spring)
Individual study for qualified students. (Approval required) (staff)

CH 700 Senior Honors Thesis (Winter, Spring)
Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400 or by waiver) (staff)

See also course listings for environmental studies.

COMPUTER SCIENCE

See Mathematics and Computer Science.

GEOLOGY

Professor: Raymond Coish (chair); *Associate Professor:* Patricia Manley (on leave academic year); *Assistant Professors:* Kimberly Hannula, Peter Ryan; *Visiting Assistant Professor:* Thomas Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry into problems in all facets of earth science, especially petrology, marine geology, tectonics, oceanography/limnology, geomorphology, and environmental geology. Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for the study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping-stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), and The Dynamic Earth (GL 170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 200- and 300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology. Senior seminars (400 series) are designed to encourage independent study of specific topics.

Required for the Major: The program for a geology major consists of 11 courses within the department. These must include at least three 300-level courses, a 400-level seminar and two units of GL 700 (Senior Research). No more than two courses at the introductory level will be counted for the major. Courses which are strongly suggested include Environmental Geology (GL 112) or Dynamic Earth (GL 170), Bedrock Geology of Vermont (GL 201), Mineralogy (GL 211) and Structural Geology (GL 281). The two-unit thesis (GL 700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flex-

ibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104), and physics (PH 109, PH 110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GL 112 or GL 161 or GL 170), plus four higher-level courses, which must include GL 201 or GL 211 and at least one 300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 200- and 300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GL 700), and are related to course grades only in the context of guidelines in the College Handbook.

GL 104 Earthquakes and Volcanoes (Spring)
Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect., 1 hr. disc. (Students who have completed GL 170 are not permitted to register for GL 104.) **SCI** (Mr. Coish)

GL 112 Environmental Geology (Spring)
Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use, and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc., 3 hrs. lab/field trips. **SCI** (staff)

GL 142 The Ocean Floor (Spring)
Have you wanted to view the ocean floor from a submersible? It is a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them. 3 hrs. lect., 1 hr. disc. (Students who have completed GL 170 are not permitted to register for GL 142.) **SCI** (Mr. Manley)

GL 161 Elements of Oceanography (Fall)
Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel, R/V Baldwin, located on Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips. **SCI DED** (Mr. Manley)

GL 170 The Dynamic Earth (CW 15) (Fall)
Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology of ocean basins and continents. Modern processes such as river, coastal, wind, and glaciers will be studied and their effect on shaping the geologic landscape. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab/field trips. One designated lab section fulfills the College writing requirement. **SCI** (Ms. Hannula)

GL 201 Bedrock Geology of Vermont (CW 25) (Fall)
This course is designed to introduce students to the fascinating geology of New England. Six field problems are studied, involving trips to local areas, and are supported by lectures (combining class and lab time) on classification and meaning of rocks. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. The last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course) **SCI** (Mr. Coish)

GL 205 Mineral and Energy Resources (Spring)
How do ores form and what constitutes an ore body? Can the U.S. achieve energy sufficiency in the twenty–first century? This course will discuss the characteristics, distribution, and mode of formation of metallic and nonmetallic mineral resources formed by magmatic, hydrothermal, and metamorphic processes. The importance of metals in a technological society and a survey of renewable and nonrenewable energy resources will be presented. 3 hrs. lect. **SCI** (staff)

GL 211 Mineralogy (Spring)
This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand-specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course) **SCI** (Mr. Coish)

GL/GG 251 Geomorphic Process (Spring)
See Department of Geography listings for description. **SCI DED** (Mr. Bedford)

[GL/GG 255 Surface and Ground Water]

GL 281 Structural Geology (Fall)
How and why are rocks deformed? Why do faults, folds, cleavage, etc. form? In this course you will learn how to describe

deformed rocks geometrically, explain how they become deformed, and suggest tectonic causes for deformation. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative strain analysis, analysis of geologic maps and cross sections, and the use of stereographic projections to display 3-D orientation data. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or by waiver) **SCI** (Ms. Hannula)

GL/CH 283 Environmental Geochemistry (CW 15) (Spring)
This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally-occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet-visible-spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CH 104 or by waiver) 3 hrs. lect., 3 hrs. lab **SCI** (Mr. Ryan)

GL 300 Introduction to Petrology (Spring)
An introduction to processes involved in the formation of igneous and metamorphic rocks. The first half of the course includes inquiry into the classification, plate tectonic setting, and evolution of volcanic and plutonic igneous rocks. The second half includes study of progressive metamorphism, the pressure-temperature-time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of igneous and metamorphic rocks, as well as field trips in Vermont and the Adirondacks. 3 hrs. lect., 3 hrs. lab/field trips. (GL 211) (Ms. Hannula)

[GL 301 Plate Tectonics and World Geology]

[GL 321 Sedimentary Rocks]

[GL 342 Marine Geology]

GL/GG 352 Quaternary Geology (Fall)
The Quaternary Period covers the last two million years, encompassing the Pleistocene ice ages and the evolution of modern humans. In addition to glacial advances and retreats, their causal mechanisms, and their effect on the landscape, this course examines how severe climatic fluctuations impacted nonglacial environments. Volcanic and tectonic activity also shaped the Quaternary world, leaving detailed records in rocks, sediments, and landforms. Explanations for major late Pleistocene extinctions are discussed in the context of abrupt climatic change and human populations and technology. Diverse, exciting new methods for interpreting and dating the Quaternary stratigraphic and paleoclimatic record are investigated. (GL112 or GL161 or GL170 or GG150). 2 hrs. lect., 3 hrs. lab. (staff)

[GL 382 Geophysics]

GL 400 Research Seminar (Fall)
The seminar provides research experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week, and students focus on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural geology, geomorphology, or modern processes. GL 400 is required of all geology majors in their junior or senior year. The seminar is open to others by waiver. 3 hrs. disc. or lab. (Mr. Ryan)

GL 500 Readings and Research (Fall, Spring)
Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. (staff)

GL 700 Senior Research (Fall, Spring)
A two-unit senior program dedicated to original research in geological science, resulting in a written thesis, which must be orally defended. (staff)

MATHEMATICS AND COMPUTER SCIENCE

Professors: Priscilla Bremser, David Dorman, John Emerson, Robert Martin; Peter Schumer (on leave academic year); *John C. Baldwin Professor of Mathematics and Natural Philosophy:* Michael Olinick; *Dana Professor:* Bruce Peterson; *Associate Professors:* Matthew Dickerson (on leave academic year), William Peterson (on leave academic year); *Assistant Professors:* Stephen Abbott, Amy Briggs, Daniel Scharstein; *Lecturer:* Janine Clookey; *Visiting Lecturer:* Lisa Foley; *Instructor:* Timothy Huang

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra and number theory, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, and simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to minor in mathematics or computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not have a major or a minor in a field that requires these subjects

2. Those who need mathematics or computer science as an integral part of their chosen major or minor

3. Those who choose to major or minor in mathematics, emphasizing a traditional study of mathematics and its modern applications

4. Those who choose to major or minor in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 101, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics or computer science. Students interested in mathematics who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science rather than in the 100-level courses. CX 103 is designed for students outside the natural sciences division. MA 105 and MA106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA315. MA 127 is an elementary course in computer simulation.

The mathematics major includes a core sequence of analysis, algebra, discrete mathematics, and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics.

Mathematics or computer science majors interested in obtaining secondary school teaching certification need to notify the Teacher Education Program, preferably by the middle of their sophomore year. They should also contact Peter Schumer, the department's teacher education representative.

Required for the Major in Mathematics: MA 113, MA 200, MA 201, MA 300, MA302, and MA 401; CX 121; four MA electives at the 200 level or above; and MA 704 in the senior year.

Required for the Major in Computer Science: 12 courses including a senior thesis. The courses required for all majors are: MA 113 or MA 200, CX 121, CX 205, CX 214, CX 223, CX 341, CX 421, CX 423, and CX 704. Students are also required to take three CX electives at the 300 level or above. Up to two electives can be substituted with courses from the following list: MA 200, MA 302, MA 310, MA 321, and MA 324.

Honors Program: A student who wishes to be considered for departmental honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MA 112, MA 113, MA 200, MA 201, and two courses at the 300 level or above.

Required for the Minor in Computer Science: CX 121, CX 205, CX 214, CX 223, and two CX electives at the 300 level or above.

Students beginning at an advanced level must complete a minimum of four courses at the 200-level or higher for either a mathematics or computer science minor.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 122. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisers to use this course as one of the required electives.

Joint Majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines.

The mathematics component of a joint major requires the following courses: MA 113, MA 200, MA 201, MA 300; one course from MA 302 and MA 401; one MA elective at the 200 level or higher; one MA elective at the 300 level or higher; MA 704. The computer science component of a joint major requires: CX 121, CX 122, CX 214, CX 223; one course from CX 421 and CX 423; one course from CX 341, CX 343, and CX 345; one course from CX 322, CX 326, and CX 328; and CX 704.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variation in course offerings at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course. In addition, students seeking MA 112 credit for a summer course taken elsewhere must pass a written examination given by the department in the fall. Check with the department during the first week of classes for details.

MATHEMATICS

[MA 101 Principles and Practice of Mathematics]

[MA 105 Finite Mathematics: Probability, Matrices, and Programming]

MA 106 Introduction to Statistical Science (Spring)
A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, environmental, and medical sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. 3 hrs. lect., 1 hr. computer lab (MA 105, MA 112, or by waiver) **DED** (Mr. Emerson)

[MA 110 Extended Calculus I]

MA 111 Extended Calculus (Spring)
Continuation of MA 110 for students with only two or three years of secondary school mathematics. Students completing MA 111 may register for any course requiring a MA 112 prerequisite. **DED** (Ms. Clookey)

MA 112 Calculus I (Fall, Spring)
Introductory analytic geometry and calculus. Topics include differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates, the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, MA 112 assumes no prior introduction to the topics listed. **DED** (staff)

MA 113 Calculus II (Fall, Spring)
A continuation of MA 112, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Topics include an introduction to natural logarithm and exponential functions, calculus of the elementary transcendental functions, techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (MA 112 or by waiver) **DED** (staff)

MA 200 Linear Algebra (Fall, Spring)
Matrices and systems of linear equations, the Euclidean space of three dimensions and other real vector spaces, independence and dimensions, scalar products and orthogonality, linear transformations and matrix representations, eigenvalues and similarity, determinants, the inverse of a matrix and Cramer's rule. (MA 112 or by waiver) **DED** (fall: Ms. Bremser, spring: Mr. Abbott)

MA 201 Multivariable Calculus (Fall, Spring)
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or by waiver; MA 200 may be taken simultaneously) **DED** (fall: Ms. Bremser; spring: Mr. Dorman)

MA/CX 205 Mathematical Foundations of Computing (Fall)
See listing under Computer Science.

[MA 220 Graph Theory]

[MA 240 History of Mathematics]

MA 300 Topics in Linear Algebra and Differential Equations (Spring)
A continuation of MA 200. Topics may include diagonalization of matrices, quadratic forms, inner product spaces, canonical forms, the spectral theorem, positive matrices, the Cayley-Hamilton theorem, ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution, applications. (MA 200) **DED** (Ms. Bremser)

MA 302 Abstract Algebra (Fall)
Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups, rings and ideals, integral domains and fields, the field of quotients of a domain, the ring of polynomials over a domain, Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MA 200 or by waiver) **DED** (Mr. Dorman)

MA 310 Probability (Fall)
An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, weak law of large numbers, central limit theorem, and numerous applications. (MA 201 or by waiver) **DED** (Mr. Emerson)

MA 311 Statistics (Spring)
An introduction to the mathematical methods and applications of statistical inference. Topics will include: survey sampling, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearsons lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Methods of linear least squares are used for the study of analysis of variance and regression. There will be some emphasis on applications to other disciplines. (MA 200; MA 310) **DED** (Mr. Emerson)

[MA 315 Mathematical Models in the Social, Life, and Management Sciences]

[MA 318 Operations Research]

[MA 321 Elementary Number Theory]

[MA 322 Topics in Advanced Number Theory]

[MA 324 Numerical Analysis]
DED

MA 330 Approaches to Geometry (Spring)
Euclid and axiomatics. The parallel Postulate and non-Euclidean geometries. Desargues's Theorem and projective geometry. Convex bodies in the plane. Affine geometry in n dimensions. Arrangements of lines. Finite geometry and coordinatization of planes. The Erlangen Program. (MA200) (Mr. B. Peterson)

[MA 345 Combinatorics]

MA 401 Advanced Calculus (Fall)
An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MA 201) (Mr. Abbott)

[MA 403 Abstract Algebra II]

MA 411 Elementary Topology (CW 15) (Fall)
An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan curve theorem. (MA 201 or by waiver) (Mr. Olinick)

[MA 431: Complex Analysis]

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study (Fall, Spring)
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly suited for those who enter with advanced standing. (Approval required) (staff)

MA/CX 704 Senior Seminar (Fall, Spring)
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. (fall: Mr. Dorman; spring: Mr. Huang)

COMPUTER SCIENCE

This program at Middlebury is designed with the goal of providing a solid foundation in computer science through a wide variety of course offerings in the Department of Mathematics and Computer Science. Detailed descriptions of courses appear in the course listings for the Department of Mathematics and Computer Science. Students desiring a single course that provides a broad overview of computing and computers should elect CX 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, should elect CX 121.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper-level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

Minor: The Department of Mathematics and Computer Science offers a minor in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CX 103 Introduction to Computers (Fall, Spring)
An introduction to computing for those interested in acquiring a broad-based understanding of computer science, as well as some elementary computer literacy. The course will cover topics such as function and organization of a computer, social issues in computing, and basic programming concepts. We will also look at some contemporary uses ofcomputers in society. Open to sophomores and first-year students. Juniors and seniors may take the course by waiver only. **DED** (fall: Mr. Huang; spring: Mr. Scharstein)

[CX 106 Introduction to Computer Graphics]

CX 121 Fundamentals of Computing (Fall, Spring)
A breadth-based approach to the fundamental concepts and techniques of computer science, balancing mathematical foundations, topics in computer science, and structured programming. The learning of mathematical concepts and techniques such as proof methods, logic and set theory, elementary number theory, and matrices will be motivated and reinforced by direct application in the context of topics in computer science, as well as in the practice of structured programming in the lab. Strong emphasis will be placed on algorithmic problem solving. **DED** (fall: Mr. Martin; spring: Ms. Briggs)

CX/MA 205 Mathematical Foundations of Computing (Fall)
A rigorous introduction to the mathematical foundations of computer science, with an emphasis on formal reasoning. Topics include propositional and predicate logic, sets, functions, and relations; basic number theory; mathematical induction and other proof methods; combinatorics, probability, and recurrence relations; graph theory; and models of computation. **DED** (Mr. Huang)

CX 214 Data Structures and Program Design (Fall, Spring)
An introductory course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees, as well as the object-oriented programming (OOP) paradigm. It will then focus on various data structures used to implement these ADTs, contrasting the competing structures in terms of their space and time efficiency and other considerations that vary from application to application. (CX 121) (fall, spring: Mr. Scharstein)

CX 223 Computer Systems and Assembly Language Programming (Spring)
A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214 or concurrently with CX 214) (Mr. Martin)

[CX 322 Geometry and Computer Graphics]

[CX 326 Artificial Intelligence]

CX 328 Cryptology (Fall)
Topics will be chosen from: the role of cryptology in electronic data processing, block and stream ciphers, the data encryption standard, communication and file security, public key cryptology, host system cryptographic operations, authentication techniques, digital signatures, measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. (CX 214 or by waiver) **DED** (Mr. Martin)

[CX 330 Computational Geometry]

[CX 331 Computer Networks]

[CX 333 Parallel Programming and Algorithm Design]

[CX 336 Computer Vision]

CX 337 Robotics (Spring)
This course introduces the fundamental concepts of robotics, focusing on mobile robots and current research and applications. Topics include robot motion planning, sensing, sensor planning, and the key approaches to mobile robot control. Related areas that we will draw tools from include computer vision, computational geometry, and artificial intelligence. Experiments will be done both in a simulator environment and with mobile robots in the laboratory. (CX 214) 3 hrs. lect. (Ms. Briggs)

CX 341 Operating Systems (Spring)
An introduction to the computer software and firmware that manage the complex resources of a modern computer and form the interface between user and hardware. Topics include: process, storage and memory management, scheduling, I/O, distributed systems, deadlock, and security. (CX 214) (Mr. Huang)

[CX 343 Principles of Compiler Design]

CX 345 Programming Languages (Fall)
Systematic approach to concepts and features of programming languages. Topics include imperative and functional languages, data types, control structures, run-time organization, program correctness, program environments. (CX 214) **DED** (Mr. Scharstein)

CX 421 Theory of Computation (Fall)
An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (Ms. Briggs)

CX 423 Algorithms and Complexity (Spring)
The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. The course covers advanced data structures, such as balanced search tree schemes, and also important algorithmic techniques, including greedy and dynamic programming. (CX 214) (Mr. Martin)

CX 500 Advanced Study (Fall, Spring)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (Approval required.) (staff)

CX/MA 704 Senior Seminar (Fall, Spring)
Same format as MA 704, and meets with MA 704, but the student's paper will be in some area of computer science. Students interested in CX 704 should refer to MA 704. (fall: Mr. Dorman; spring: Mr. Huang)

Molecular Biology and Biochemistry

Professors: Stephen Sontum (chemistry and biochemistry); Christopher Watters (biology); *Associate Professor:* Robert Cluss (chemistry and biochemistry, on leave academic year); *Assistant Professors:* Matthew Dick (biology, on leave academic year); Lisa Landino (chemistry and biochemistry); Grace Spatafora (biology); *Visiting Assistant Professor:* Elena Casey (biology)

The Program in Molecular Biology and Biochemistry represents a combined instructional effort by members of the biology department and the department of chemistry and biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, molecular genetics, and biochemistry; and should be well prepared for medical school, graduate studies in biochemistry, cellular or molecular biology, or employment in biotechnical research.

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in chemistry, mathematics, or physics on the basis of AP credit or proficiency exams. Those who bypass CH 103 may begin with CH 104 (fall or spring) or CH 107 (fall only).

There is no minor in molecular biology and biochemistry

Program Honors: Majors are encouraged to undertake independent research with an MBB faculty mentor. Research towards senior honors (BI 500 or CH 400) may be initiated by any junior with a minimum GPA of 3.0 in the major and the consent of a mentor. Any major not meeting this standard, however, is still eligible to initiate an independent study research project (BI 400, CH 500). Please note: registration in BI 400, CH 400 and CH 500 requires a waiver from the faculty research mentor. Students considering senior research are urged to begin conversations with faculty early in their junior year (certainly by winter term) because many thesis projects begin during the summer preceding the senior year. Those eligible for high honors in molecular biology and biochemistry will (1) complete at least two semesters of research, which may include winter term, (2) graduate with a minimum GPA of 3.0 in the major, (3) present a public seminar describing the significance, methodology, results, and conclusions of their research, (4) successfully defend their thesis before a committee of three faculty, two of whom must be affiliated with MBB and (5) earn a grade of at least B+ for the final semester of work with the grade based on their research performance, their written thesis, and their thesis presentation and thesis defense.

Suggested Schedule

First year fall

CH	103	Fundamentals of Chemistry I
		(if CH 103 satisfied, then either
CH	104	Fundamentals of Chemistry II *or*
CH	107	Advanced First-Year Fundamental Chemistry
MA	112	Calculus I
BI	195	Genetics and Evolution
		(May be taken in the spring semester.)

First year spring
CH 104 Fundamentals of Chemistry II
(if not already taken)
MA 113 Calculus II

Sophomore year fall
CH 241 Organic Chemistry I
BI 195 Genetics and Evolution
(if not taken in the first year)

Sophomore year spring
CH 242 Organic Chemistry II
BI 250 Organelles and Cells

Junior year fall
CH 322 Biochemistry of Macromolecules *or*
BI 310 Microbiology
(Both CH 322 and BI 310 are required for the major.)
PH 109 Newtonian Physics
BI 360 Practical Cell Biology
(Either BI 360 or CH 353 below is required for the major.)

Junior year spring
BI 314 Molecular Genetics
PH 110 Electricity and Magnetism
CH 353 Physical Chemistry for the Life Sciences
(Either CH 353 or BI 360 above is required for the major.)

Senior year fall
CH 322 Biochemistry of Macromolecules
(if not already taken)
BI 310 Microbiology *(if not already taken)*
Senior thesis research and/or electives

Possible electives include:
BI 500 Independent Studies in Biology
or
CH 400 *or* CH 500
Independent Study in Chemistry and Biochemistry
[BI 225 Human Genetics]
BI 305 Developmental Biology
BI 330 Mechanisms of Microbial Pathogenesis
BI 340 Immunology
BI 360 Practical Cell Biology
[BI 440 Membranes in Health and Disease]
[BI 496 Seminar in Molecular Evolution]
CH 353 Physical Chemistry for the Life Sciences
CH 425 Biochemistry of Metabolism
CH 430 Current Topics in Biochemistry
Winter term courses in selected topics (e.g., streptococcal genetics, molecular endocrinology, computer modeling in chemistry and biochemistry)

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a degree requirement. The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit.

Before graduation. Students must complete two different courses to receive the required two credits. Students are encouraged to complete the credits by the end of their fourth semester at Middlebury (excluding winter term). In the case of transfer students, students are encouraged to complete the requirement by the end of their second semester at Middlebury. Students who have not completed their requirement by the second semester of their senior year will not be eligible to graduate.

Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams.

Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fee applicable): lifeguard training, C.P.R. first aid

Special Lessons (fees apply): alpine skiing, juggling, karate, massage, riding, scuba, ski touring, tai chi, yoga

Equipment Sports (students provide equipment): cycling, figure skating, tennis

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, squash, volleyball

Conditioning Courses: beginning weight training, general conditioning, circuit training, swimming for conditioning

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (TH 160, TH 161, TH 162, TH 260, TH 261, TH 276, TH 360, TH 361, TH 380, TH 381)

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim 25 yards and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses on a space-available basis. Students unaware of their physical education record should check with the department secretary in the Field House to ensure timely completion of their program. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Office of the Dean of Students processes credits from transcripts for students transferring to Middlebury.

All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on

campus will be considered as exceptions to the previous statement and will be handled by the College health center.

SEASON DATES

September 20–October 23, 1999
November 1–December 10, 1999
January 3–January 28, 2000
February 14–March 17, 2000
March 27–April 28, 2000

PHYSICS

Professors: Jeffrey Dunham (chair), Robert Prigo (on leave winter and spring), Stephen Ratcliff, P. Frank Winkler, Richard Wolfson; *Assistant Professor:* Susan Watson

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and Human Thought), and first-year student seminars. Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109-110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109-110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

The physics department encourages its majors to consider studying abroad to gain experience at international research facilities, learn different national styles of scientific thinking, improve language proficiency, and pursue academic interests outside of physics. Upper level physics courses taken abroad may be eligible for physics course credit upon approval of the department chair; students are strongly encouraged to obtain this approval before going abroad.

Physics majors who are interested in obtaining high school physics teaching certification need to notify the Teacher Education Program preferably no later than the middle of their sophomore year. They should also contact Professor Prigo, the physics department's teacher education affiliate.

Required for the Major in Physics: The major program consists of eight required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, PH 301, PH 321, and the winter term course PH 111 offered each year and serving as a bridge between PH 109 and PH 110; a minimum of two electives; and the senior program. Electives may be chosen from physics courses at the 200 level and above except that one course from the following list may be substituted: MA 300, MA 302, MA 324, MA 431, CX 214, CX 223, GL 382, CH 351, CH 352, PA 355. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus. Independent study courses such as PH 500 may not be used for elective credit. In addition to the courses listed below, courses that satisfy the elective requirement in physics are occasionally offered during the winter term.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PH 330 (Analytical Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics). In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 205 extremely valuable.

Senior Program: The major program culminates with a two-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PH 109 and PH 110. At least one of the others is to be chosen from among PH 201 and PH 202; any two additional PH courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major en route to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CX 121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with Mr. Winkler, the pre-engineering adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the Physics C: Mechanics and/or Physics C: Electricity and Magnetism examination, respectively. One AP credit is given to students who take the Physics B examination and achieve scores

of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought (Spring)
This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PH 201.) 3 hrs. lect., 1 hr disc. **SCI DED** (Mr. Wolfson, Ms. Watson)

PH 104 Chaos, Complexity, and Self-Organization (Fall)
Many observers believe a major paradigm shift has occurred throughout the natural sciences in recent years. The strict determinism of the Newtonian worldview is giving way to an outlook that emphasizes the fundamental significance of open, evolving, complex systems. This course explores recent work on chaos, fractals, complexity, and self-organization, exploring the impact of these new ideas on the conceptual foundations of the social sciences and humanities, as well as the natural sciences. Although the course is largely nonmathematical, students should be willing to use elementary high school algebra on occasion. Not open to students who took FS 030 during fall 1998. 3 hrs. lect. **SCI DED** (Mr Dunham)

PH 109 Newtonian Physics (Fall, Spring)
This course examines motion as it occurs throughout the universe. Topics covered include inertia, force, Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, torque, angular momentum, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Mr. Prigo; spring: Ms. Watson)

PH 110 Electricity and Magnetism (Spring)
The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or by waiver; MA 113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Ratcliff)

PH 111 Thermodynamics, Fluids, Wave Motion, and Optics (Winter)
This lecture and laboratory course covers concepts from classical physics which are not included in PH 109 and PH 110, and serves as a bridge between those two courses. Topics include thermal properties of matter, thermodynamics, fluid mechanics, wave motion, sound, and geometrical and physical optics. This course is strongly recommended for all students otherwise required to take PH 109 and PH 110 as part of a major or of a premedical program, and is required for physics majors. (PH 109 or equivalent) **SCI DED** (Ms. Watson, Mr. Wolfson)

PH 155 An Introduction to the Universe (Fall)
Our universe comprises billions of galaxies in a rapidly expanding fabric. How did it begin? Will it expand forever, or how may it end? How do the stars that compose the galaxies evolve from their births in clouds of gas, through the tranquility of middle age, to their often violent deaths? How can scientists even hope to answer such cosmic questions from our vantage point on a small planet, orbiting a very ordinary star? Are there other planets, orbiting other stars, where intelligent beings may be doing the same thing? This introductory astronomy course, designed for nonscience majors, will explore these and other questions. Students will also become familiar with the night sky, both as part of our natural environment and as a scientific resource, through independent observations and sessions at the College Observatory. (Students may not receive credit for both PH 155 and PH 165.) 3 hrs. lect., 2 hrs. lab/disc. **SCI DED** (Mr. Winkler)

PH 165 Physics in the Universe (Fall)
This introduction to the phenomena and physical principles of the universe follows a similar syllabus to that of PH 155, but with an added emphasis on analytical material. Principles of Newtonian mechanics are applied to the motions of planets, stars, and galaxies; statistical techniques help in understanding structures ranging from the interiors of stars to clusters of galaxies; and quantum principles are used to understand the radiation we receive from cosmic sources and the physical processes at work there. 3 hrs. lect., 3.5 hrs. lab/disc. (Students may not receive credit for both PH 155 and PH 165.) **SCI DED** (Mr. Winkler)

PH 201 Relativity and Quantum Physics (Fall)
This course probes a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity, quantization of atomic energy levels and photons, the atomic models of Rutherford and Bohr, and wave-particle duality. (PH 110, MA 113) 3 hrs. lect. **SCI** (Mr. Ratcliff)

PH 202 Quantum Physics (Spring)
This course introduces quantum theory, including the wave particle-duality, Heisenberg's uncertainty principle, the Schrödinger wave equation, and wave mechanics. Applications will be made to atomic, molecular, nuclear, and elementary particle systems. (PH 201) 3 hrs. lect. (Mr. Winkler)

PH 212 Applied Mathematics for the Physical Sciences (Spring)
This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthogonal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical methods are employed. This course is a prerequisite for all

300- and 400-level physics courses. (MA 113, PH 110, or by waiver) 3 hrs. lect., 1 hr. disc. **SCI** (Mr. Wolfson)

PH 221 Electronics for Scientists (Fall)
An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain hands-on familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Ms. Watson)

PH 261 Observational Astronomy and Data Analysis (Spring)
An introduction to the concepts and techniques of acquiring and analyzing astronomical data, including celestial coordinates, digital image processing, statistical analysis, photometric systems, and spectroscopy. The College Observatory telescopes and CCD camera system will be used extensively in laboratory work. Although the focus will be on astronomical data, we will also discuss the applicability of both general concepts and specific techniques to data in other fields of science and medicine. (Alternate years; offered in 1999-2000.) (PH 110 and PH 165, or by waiver) 2 hrs. lect., 4 hrs. lab. **SCI** (Mr. Winkler)

PH 301 Intermediate Electromagnetism (Fall)
The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect. (Ms. Watson)

[PH 302 Electromagnetic Theory]

PH 321 Experimental Techniques in Physics (CW 10) (Fall)
This course will cover the design and execution of experiments, and the analysis and presentation of data, at an advanced level. Laboratory experiments will be chosen to illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. Skills in computer-based data analysis and presentation will be developed and emphasized. This course satisfies the College writing requirement for students who so desire. (PH 110, PH 202, or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Ratcliff)

PH 330 Analytical Mechanics (Spring)
An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or by waiver) 3 hrs. lect. (Mr. Dunham)

PH 350 Statistical Mechanics (Fall)
The course opens with a review of classical thermodynamics and continues with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by in-depth discussion of the concepts of energy, energy quantization, and the application of these concepts to the modeling of macroscopic systems. The remainder of the course is a study of statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, radiation, and ideal quantum gases. (PH 202 or by waiver) 3 hrs. lect. Offered in alternate years. (Mr. Dunham)

PH 360 Topics in Contemporary Physics (Fall)
This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (PH 202, PH 212; additional prerequisites may be imposed.) 3 hrs. lect., occasional laboratories. (Mr. Wolfson)

PH 401 Quantum Mechanics (Spring)
A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) 3 hrs. lect. (Mr. Dunham)

PH 402 Advanced Quantum Mechanics (Spring)
This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atom in the presence of perturbing fields. The electromagnetic field is quantized and used to calculate transition rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. (PH 302 and PH 401) (Mr. Dunham)

PH 500 Independent Study and Special Topics (Fall, Spring)
(Approval required) (staff)

PH 705 Senior Research and Thesis (Fall, Winter, Spring)
Independent research in the fall, winter, and spring terms culminating in a written thesis (two units total). (staff)

SOCIAL SCIENCES

ECONOMICS

Frederick C. Dirks Professor of Economics and Political Science: Michael P. Claudon; *Christian A. Johnson Distinguished Professor of Economics:* David C. Colander (on leave spring); *Alan R. Holmes Visiting Professor of Economics:* Paul Wonnacott; *Professors:* Paul M. Sommers, Phanindra V. Wunnava (on leave academic year); *Associate Professor:* Sunder Ramaswamy (chair); *Assistant Professors:* Patrick Crowley, John R. Elder, Thomas Kelly, Peter Hans Matthews (on leave academic year), William Pyle; *Instructors:* Jeffrey Carpenter, Jonathan T. Isham; *Visiting Instructor:* Tammy L. Barlow; *Visiting Assistant Professor:* Joanna Woos (part time, fall term)

I. REQUIRED FOR THE MAJOR

The economics major consists of four sequences.

Introductory Sequence: EC 150 and EC 155. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. Note: No student who receives a grade below a C- in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without a waiver.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C- to be admitted into EC 211 without waiver. MA 112 is a prerequisite for EC 211.

Intermediate Theory Sequence: EC 250 and EC 255. MA 112 is a prerequisite for EC 255. The department will waive the MA 112 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed preferably by the end of the sophomore year, or by the end of the fall term, junior year. As of the 1998-99 Catalog, please be advised that macroeconomic theory and microeconomic theory have been renumbered as **EC 250** and **EC 255,** respectively. **In addition, a few other course numbers have been changed:** EC 235 (Economic Integration) is now **EC 335**, EC 310 (Economics of Investing) is now **EC 205**, EC 365 (Environmental Economics) is now **EC 265**, EC 440 (International Trade) is now **EC 444**.

Elective Sequence: Majors are required to take at least four electives, two of which **must** be 400-level seminar courses. One 400-level course **must** be completed at Middlebury. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics cannot count all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 toward the minimum of 10 required courses. EC 140 (Introduction to the World Economy) and EC 205 (Economics of Investing) will **not** count towards the major. Economics electives taken during the Winter Term do **not** count towards the minimum of 10 courses required for the major.

Honors: Seniors interested in earning departmental honors may choose either of two options: the independent research option or the senior honors thesis seminar option. The independent research option is open to students who have received a grade of A- or better on a 400-level seminar paper and who have an accumulated G.P.A. of 3.5 or higher in regular semester economics courses taken at Middlebury prior to the start of the project. The senior honors thesis seminar option (EC 800) is open to any senior economics major who has an accumulated G.P.A. of 3.0 or higher in regular semester economics courses taken at Middlebury prior to the start of the thesis. Normally, honors candidates should have completed the three non-elective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department.

Joint Major Requirements: Students can major in economics jointly with another discipline. You should discuss the rationale of combining economics with another discipline as a Joint Major with your adviser or department chair. The requirements in economics include a minimum of eight courses: EC 150, EC 155, EC 210, EC 211, EC 250, EC 255, and two electives, one of which must be at the 400 level.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete EC 800 Senior Research for Honors, in addition to the other joint major requirements, or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics: a B average (3.0) in courses taken from the joint major and a B+ on the thesis.

International Studies Major: The IS major allows students to combine the study of a language and focus on an area with another discipline in humanities or social sciences, linking both with an appropriate experience abroad. IS majors, who choose East Asian studies, European studies, Latin American studies, or Russian and East European studies as their program of emphasis along with economics as their disciplinary specialization, should take the following: EC 150; EC 155, EC 250, EC 255, one regional elective, one senior seminar in international development issues. If a non-regional seminar is taken (e.g., EC 425, EC 444, or EC 445), the final paper ought to be focused on the region of study. Students wishing to major in the International Politics and Economics program should see the relevant portion of the catalog.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Economics, Micro or Macro, automatically receive credit for Introductory Economics, Micro (EC 155), or Introductory Economics, Macro (EC 150). Students who score a 4 on the Advanced Placement exam in Economics, Micro or Macro, must receive a B- or better grade in the corresponding intermediate-level course EC 255 or EC 250 to receive College credit for the introductory-level course.

International Baccalaureate/A-Levels: Students who have completed an International Baccalaureate or the equivalent of introductory sequence abroad before coming to Middlebury and have earned the requisite points (please check with the Study Abroad Office) can apply for transfer of credit for one of the introductory courses—preferably "Introductory

Economics-Micro" (EC 155). This implies that a student would have to complete only 9 courses for the major.

II. POSTGRADUATE PREPARATION

Students considering graduate programs in economics are urged to complete the first three sequences plus EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 or CX 121 and are strongly advised to take EC 411 and/or EC 412.

III. MINOR IN ECONOMICS

The economics minor will consist of five courses: EC 150, EC 155, EC 250 or EC 255, and two electives, one of which must be at the 400 level. EC 140 does not count toward the minor.

IV. COURSE OFFERINGS

[EC 140 Introduction to the World Economy]

EC 150 Introductory Economics (Macro) (CW 15) (Fall, Spring)
An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. (One section offered in the fall satisfies the College writing requirement.) **SOC** (staff)

EC 155 Introductory Economics (Micro) (Fall, Spring)
An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, distribution of income, and public policy options bearing on these problems. **SOC** (staff)

EC 205 Economics of Investing (Spring)
This course explores introductory issues in the pricing of financial instruments and the organization of financial markets. This includes developing methods to price stocks and bonds, evaluate portfolios and understand financial derivatives, and applying these methods to actual financial data in an accessible and non-technical manner. This course does **not** count as an elective toward the economics major. (EC 150 or EC 155) (Mr. Elder)

EC 210 Economic Statistics (Fall)
Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, simple linear regression, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. (EC 150 or EC 155) **DED** (Mr. Sommers)

EC 211 Introduction to Regression Analysis (Spring)
In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (EC 150 or EC 155, and MA 112, EC 210, or admission by waiver) **DED** (Ms. Barlow)

EC 225 Theories of Economic Development in Latin America (Fall)
This course is designed to provide a survey of the most important issues facing Latin American policy makers today. The course will place contemporary problems in their historical perspective and will use applied economic analysis to examine the opportunities and constraints facing the economies of Latin America. (EC 150) **SOC OTH** (Mr. Kelly)

EC/WG 226 Gender in Economic Studies: Liberating Economics from "Homo Economicus" (Fall) (CW 15)
This course examines the role gender plays both in our methods of economic analysis and in our economic systems. Four topics selected highlight the importance of gender issues in the development of economic theory and in the analysis of contemporary issues: (1) the Neoclassical model of "homo economicus" (economic man); (2) the role of gender in American economy; (3) families and work, including New Home Economics, women in management, child care, and the feminization of poverty; and (4) gender in the economics curriculum. (EC 150 or EC 155 or waiver) **SOC** (Ms. Woos)

EC 230 Comparative Transitions (Fall)
This course examines the economic transition occurring in Russia and other former Soviet republics in a broader geographic and interdisciplinary context. Emphasis is placed upon the nature and legacies of the Soviet-type economic system, the political economy of the ensuing post-communist transition, and the ways in which this transition is playing itself out in different countries. Economic developments in Russia, Ukraine, Kazakhstan, and the Baltic states are afforded particular attention. The lessons offered by the experiences of other countries and regions in transition, especially Eastern Europe, China, and Latin America, are also considered. (EC 150 or EC 155 or waiver) **SOC** (Mr. Pyle)

EC 240 An Introduction to International Economics (Spring) (CW 15)
This course focuses on the basic analytical and institutional tools needed to understand international economic issues. Topics examined include: free trade versus protectionism, preferential trading areas, balance of payments accounting, exchange-rate policies, and international financial institutions (IMF, World Bank, World Trade Organization). Special attention is paid to the international economics of the European

Union, Eastern European transition economies, and Latin American and East Asian developing economies. This course does **not** count as an elective towards the economics major. (EC 150) **SOC** (Mr. Claudon)

EC 250 Macroeconomic Theory (Fall, Spring)
Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, monetarists, and new classicals are considered along with their proposed policies. (EC 150 and EC 155) (fall: Mr. Colander; spring: Mr. Crowley)

EC 255 Microeconomic Theory (Fall, Spring)
Microeconomic theory concentrates on the study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income in an economy. We will study the optimizing behavior of households in a variety of settings—buying goods and services, saving and labor supply decisions; we will also examine the behavior of firms in different market structures. Together, the theories of household and firm behavior help illumine contemporary economic issues (discrimination in labor markets, mergers in the corporate world, positive and negative externalities, for example). (MA 112, EC 150 and EC 155) (fall: Mr. Ramaswamy; spring: Mr. Carpenter)

EC 265 Environmental Economics (Spring)
This survey course uses economic analysis to examine the underlying causes of environmental and natural resource problems, as well as alternative policy responses. The choice of environmental protection goals and the means of achieving them are analyzed and applied to the cases of air pollution (local and global), water pollution, and toxic pollution. The environmental policies of various countries are compared and studied from an economic perspective. In addition, the management of renewable and nonrenewable resources, including forests, fisheries, energy, and water resources, will be evaluated. Other topics to be covered include environmental justice and sustainable development. (EC 155) (Mr. Isham)

[EC 300 Current Problems in Economic Policy]

EC 316 Corporate Finance and Investments (Fall)
This course applies economic theory to issues confronted by firms in evaluating and financing alternative investment opportunities. This includes developing methods to analyze financial performance, price financial assets and investments, estimate the cost of financial capital, and evaluate financing through issuing debt and equity. Advanced topics include mergers and acquisitions and the hedging of financial risk using derivatives. This course is intended for economics majors and minors or other students with a quantitative background. (EC 150, EC 155, and EC 210) (Mr. Elder)

[EC 325 Economic Development: Theory and Practice]

[EC 330 Comparative Economic Systems]

EC 335 Economic Integration: Issues and Controversies (Spring)
This course introduces students to the issues surrounding economic integration in various parts of the world with particular reference to Western Europe, North America, South-East Asia. Does integration have to be regional (ASEAN, Mercosur)? Can regionalism only work when countries are at a similar stage of development? What are the structural implications of regionalism for small countries? We will answer these questions as well as others by focusing on beneficial and adverse effects of economic integration. In addition, we will study different approaches to the process of economic integration, its direct effects on particular economies, and the global economic system. (EC 150 and EC 155) (Mr. Crowley)

EC 340 International Economics: A Policy Approach (Spring)
This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies; the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (EC 150 and EC 155) (Mr. Wonnacott)

[EC 370 Public Economics]

EC 375 Money, Banking, and Monetary Policy (Fall)
An introduction to financial institutions, financial markets, and monetary policy. Students will focus on the determination of interest rates, portfolio theory, the demand for money, and the money supply process. Emphasis will be on the difficulties faced by the Federal Reserve in pursuing policies aimed at a steady, moderate growth of aggregate demand. (EC 150 and EC 155) (Mr. Wonnacott)

[EC 395 Introduction to Mathematical Economics]

EC 411 Applied Econometrics (Fall)
This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 250 or EC 255 or admission by waiver) (Ms. Barlow)

EC 412 Empirical Finance and Macroeconomics Seminar (Spring)
This course explores issues in the analysis of financial and macroeconomic data such as interest rates, stock returns and aggregate output. This includes introductory regression topics as well as tests for stationarity, forecasting, financial volatility and single- and multi-equation autoregressions. Emphasis is on the application of these methods to actual financial and

macroeconomic data, such as tests of the Capital Asset Pricing Model and the effects of macroeconomic factors on stock returns and economic growth. (EC 211 and EC 250) (Mr. Elder)

[EC 425 Seminar on Economic Development]

[EC 426 Asia's Emerging Markets]

[EC 428 Population Growth and the Global Future]

EC 429 Environment, Trade, and Foreign Aid in Latin America (Spring)
This course is designed to provide an in-depth examination of a number of critical issues that currently confront policy makers in Latin America. The topics of environment and development, regionalization and free trade, and the efficacy of foreign aid will be analyzed in the context of Latin American economic development. (EC 250) **OTH** (Mr. Kelly)

EC 430 The Post-Communist Economic Transition (Spring)
This course examines the economic transformation from Soviet-type socialism to capitalism based upon private ownership and markets. Topics examined include the nature and legacies of the traditional system, problems of macroeconomic stabilization, privatization, reform of financial and legal systems, and external transformation. Countries examined include Russia, Ukraine, the Central European Economies, and China. (EC 250 or EC 255 or permission) (Mr. Pyle)

EC 431 Economics of the European Union (Fall)
This course will introduce students to the major economies of Western Europe, and also the economic functions and structure of the institutions of the European Union. The course aims to familiarize students with the theoretical economic and policy issues which are currently of concern in the European Union, and aims to analyze economic problems which are of particular relevance to the member states of the European Union—issues such as the coordination of policies within an intergovernmental supranational framework and how to sustain the integration dynamic. (EC 250) (Mr. Crowley)

EC 444 International Trade (Spring)
We will study a variety of theories relating to trade between nations in both goods and assets. Effects and desirability of commercial policy, tariffs, and other controls on free trade will be examined. Recent theories on strategic trade will be evaluated. Issues of export promotion, import substitution, foreign direct investment, and economic integration will be analyzed in the context of industrialized, developing, and transitioning economies. We will also explore the relationship between increased capital flows, financial crises, and trade flows in the world economy. (EC 255 or admission by waiver) (Mr. Ramaswamy)

[EC 445 International Finance]

[EC 450 History of Economic Thought]

[EC 451 Development and Democracy]

EC 455 Competitive Strategy (Fall)
Theoretical and applied analysis of profitability and market success; of how competitive forces within and among industries shape and are influenced by competitive strategy; and of the dynamics of competitive strategy formulation and implementation by individual companies in diverse competitive environments. (EC 210 and EC 255) (Mr. Claudon, Mr. Sax)

[EC 460 Industrial Organization: A Policy Approach]

[EC 461 Antitrust, Regulation, and High Technology]

EC 462 Bargaining Theory and Behavior (Fall)
This seminar focuses on one topic: Bargaining. The implications of bargaining theory and behavior are of widespread importance. For example, bargaining models provide the foundation for theories of labor-management interactions, foreign policy negotiations, and the division of resources within a family. We will examine the history of bargaining theory, and will also ask a question not often considered in economics—How do people *actually* behave vis-à-vis the predictions of the models? To answer such a question, students will not only read scientific studies of bargaining theory and practice but will also take part in laboratory experiments designed to test various theories. (EC 255) (Mr. Carpenter)

EC 465 Special Topics in Environmental Economics (Fall)
This seminar explores in detail selected topics that involve critical environmental and economic decision-making. Methods of environmental economics and environmental valuation are examined in order to facilitate this in-depth study. The current course looks at three topics that lie at the center of current environmental policy debates, including global warming, trade and the environment, and sustainable development. Each topic is considered from a theoretical and policy perspective and from the standpoint of both developing and developed countries. Within each topic area, the role that economics can play in informing and designing environmental policy is investigated. (EC 255) (Mr. Isham)

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions (Spring)
This seminar examines the ways in which monetary policies and financial institutions affect inflation, output, and employment. It also deals with the problems and dilemmas facing central bankers as they develop monetary policies. U.S. institutions are studied most closely, with a secondary focus on Western European countries and the problems they face in developing a common currency. (EC 250) (Mr. Wonnacott)

[EC 480 Labor Economics]

EC 500 Individual Special Project (Fall, Spring)
(Approval required; see "500 Courses" in Middlebury College Handbook; or contact the department chair) (staff)

EC 800 Senior Research for Honors (Fall, Winter)
(Approval required) (Mr. Ramaswamy)

GEOGRAPHY

Professors: Robert Churchill, Ronald Liebowitz; *Associate Professor:* Tamar Mayer (chair); *Assistant Professors:* Daniel Bedford, Malcolm Cutchin (on leave academic year), Guntram Herb; *Visiting Assistant Professor:* Amrita Daniere (Spring); *Instructor:* Peter Nelson

Geography is concerned with describing and explaining spatial patterns and with understanding the processes by which spatial forms change through time. In pursuing these concerns geographers carry out their studies in many different cultures and environments. Consequently, there is a strong emphasis upon international as well as regional and local studies. The diversity of economic, social, political, and physical variables involved in spatial studies also creates many interdisciplinary links. Because geography has a tradition of service to society, geographers serve as policy makers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

In cooperation with the Center for Northern Studies, the department also offers a course of study that focuses on physical environments of the Arctic and Subarctic and on resource use, community development, and related problems in the Circumpolar North. The center offers field-oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the center is complemented by courses offered by the geography faculty at Middlebury.

Required for the Major: All students who elect to major in geography must complete GG 100, GG 150, MA 106, GG 310, GG 320, GG 340, GG 341 (beginning with the class of 2002), four other 100-level or 200-level elective courses, including at least one elective in human geography (numbered below 250) and one in physical geography (numbered above 250) and one 400-level seminar. The 200-level electives and the 400-level seminar must be selected in consultation with and approved by the major adviser. Also in consultation with the adviser, students must include at least one additional cognate course in mathematics or computer science to be fulfilled no later than the sophomore year. For students interested in circumpolar studies, the four-course electives requirement may be satisfied by a semester-in-residence at the Center for Northern Studies.

Required for a Joint Major: GG 100, GG 150, two electives at the 200 level, GG 310 or GG 320, GG 340, one seminar at the 400 level.

Required for a Minor: GG 100, GG 150, two electives at the 200 or 300 level, one seminar at the 400 level.

Geography Specialization in International Studies: GG 110, GG 206 or GG 210, GG 214 or GG 215, GG 220 or GG 222 or GG 223, GG 310 or GG 320, one seminar at the 400 level.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty. The exam must be scheduled by the student no later than exam week of fall term and must be taken by spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who fails can schedule a reexamination at a later date. There is no limit to the number of times reexamination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a thesis. For students electing to write a thesis, a proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for GG 700. After an evaluation of the thesis, honors are conferred or denied on the basis of the grade assigned to the thesis.

GG 100 Introduction to Geography (CW 15) (Spring)
This course is an introduction to how geographers view the world and contribute to our understanding of it. Where do the phenomena of human experience occur? Why are they there? What is the significance? These questions are fundamental for explaining the world at different scales from the global to the local. Throughout, we will focus on the spatial basis of society, its continual reorganization through time, and how various human and environmental problems can be usefully analyzed from a geographic perspective. 3 hrs. lect., 3 hrs. lab; open only to first-year students and sophomores. Limited spaces available to fulfill College writing requirement. **SOC DED** (Mr. Herb)

GG 110 Geography of Global Issues (Fall)
The course analyzes the regional significance and spatial variation of major global issues such as poverty, war, scarcity of resources, environmental degradation, population growth, hunger, and AIDS. Its primary goal is to understand how and why regional variations occur, and the implications of those variations. World System Theory and other geographic concepts will be used to explain the processes and dynamics that create the complex modern world around us. Students will develop their own solutions to several contemporary world issues in a special "global initiatives" project. 3 hrs. lect., 1 hr. disc. **SOC OTH** (Mr. Herb)

GG 120 The Power of Maps (CW 15) (Fall)
From earliest time, people have made maps to show what was theirs and to take what was not. Maps have been synonymous with power, from the Renaissance, when geographic knowledge was deliberately falsified, through the cold war, when maps were manipulated to shape perceptions of the other side. Maps have been critical to some of our most humanitarian efforts, but ironically, the technology that enables emergency response systems also guides weapons. Through examples like these, this course explores maps as windows to the societies that make them and examines modern technologies in historical contexts. More broadly, the course introduces fundamental issues in geography and social science. Limited spaces available to fulfill College writing requirement. 3 hrs. lect./disc. **SOC HIS** (Mr. Churchill)

GG 150 Physical Earth Processes (CW 15) (Fall)
Introduction to the basic scientific principles that determine the nature of the landscape today. This course is an excellent way to gain understanding of science using examples from

the global environment. Lectures stress an understanding of large scale processes of landscape change, climate, and human influence on the physical environment. Emphasis is placed on new techniques for understanding development and change in natural systems. Laboratory and field problems are included as an integral part of the course. Limited spaces available to fulfill College writing requirement. 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Bedford)

GG 206 Human Impact on the Global Environment (Fall)
This course examines the relationships between humans and their environment(s) around the globe. It examines how social, economic, and political factors operating through human organizations of production, consumption, and social reproduction have disturbed physical processes. The world order, the product of power relationships between states and economic interests, mainly dictates how these factors operate. Because political preeminence will continue to play a role in environmental issues, this course will pay special attention to the social, political, and economic polarization between the developing and the developed worlds and will examine its impacts on the global environment. 3 hrs. lect., 1 hr disc. **SOC OTH** (Ms. Mayer)

GG 210 Geography of Development (Spring)
The focus of this course is Third World development. We will examine why there has been a need for "development;" what is the relationship of "development" to "underdevelopment;" and whether this relationship has resulted in dependence, independence, or interdependence. We will focus on the contribution of development to progress of the LDCs, on the one hand, and to its stagnation, on the other. We will examine specific issues like food, population, the environment, the rural scene, the urban scene, and the general political and economic scenes. We will question the underlying assumptions of development, examine the role and the possibilities of development from within, and maintain a critical view of Western development. 3 hrs. lect. **SOC OTH** (Ms. Mayer)

GG 211 Economic Geography (Fall)
Today's economy is a global economy, making a geographic understanding of economic processes imperative. This course examines the geographical forces shaping contemporary economic landscape. Students will be exposed to neoclassical economic location theories as well as their contemporary critiques that further our understanding of the spatial pattern of economic activity. Particular emphasis will be placed on the forces and implications of economic change at local, regional, and national scales with examples from North America as well as nonwestern cultures. The course will highlight the influence technology, politics, and culture have on the geographical location of economic activity and will contain empirical and analytical components. Through a series of exercises, students will be exposed to various techniques used to understand the dynamic economic landscape. 3 hrs. lect., 1 hr. disc. **SOC OTH** (Mr. Nelson)

GG 212 Urban Geography (Fall)
Urban landscapes are the expression of economic, political, and socio-cultural processes layered on top of each other in particular time-space contexts. In this course, students will theoretically and empirically examine the complex and dynamic urban landscape. Students will gain a theoretical understanding of the location of cities within a larger global economic system of cities, along with the internal organization of economic, cultural, and social functions within cities. We will also examine the processes behind contemporary urban issues such as homelessness, boosterism, urban renewal, gentrification, poverty, and crime. 3 hrs. lect. **SOC** (Mr. Nelson)

GG 213 Population Geography (Spring)
Through a combination of lectures, readings, and exercises, this course provides background and analytical experience in the spatial dimensions of population dynamics. Students will theoretically and empirically examine geographic variations in natural increase, domestic and international migration, infant mortality, disease, and hunger. Topics will include the intersection between settlement-environment-disease, circular migration systems, cultural influences on demographic processes, and linkages between international and domestic migration flows. We will also assess various policy options and their effectiveness in addressing important demographic issues. The exercises will expose students to the vast amount of population data publicly available and introduce them to techniques used to examine and assess population related issues. 3 hrs. lect., 1 hr. disc. **SOC DED** (Mr. Nelson)

GG 214 Geography of War (Spring)
Whether it is maps employed in the defense of the Han dynasty in the second century B.C. or the logistic support for cruise missiles in the Gulf War, geography has always been associated with war and the exercise of power. The course will examine how geography and geographers were involved in the propagation, justification, and administration of territorial conquest and control. Students will be actively involved in unraveling the story of geography and war through group research projects on different wars. The findings of these projects will be presented in an exhibition at the end of the semester. 3 hrs. lect., 1 hr. disc. **SOC HIS OTH** (Mr. Herb)

[GG 215 Political Geography]

[GG 216 Geography of Health and Medicine]

GG 220 Geopolitics of the Middle East (Spring)
This course examines the Middle East from a geographical perspective with emphasis on the historical and political underpinnings of the region. The Middle East, the cradle of civilization, has been, due to its geography, one of the major arenas for political and ideological conflicts. It has been subject to an unequal power relationship with the West, which, together with Islam, has affected the level of its political, social, and economic development. This course will provide an analytical introduction to the historical, political, social, and economic geography of the region and will analyze the major transitions this region has undergone. 3 hrs. lect. **SOC OTH** (Ms. Mayer)

GG 221 Rural Geography (Spring)
This courses explores the intersection between demographic, economic, cultural, and environmental forces on the rural land-

scape in both advanced economies and LDCs. Students will be exposed to theoretical and empirical approaches to rural development in different international and regional contexts, as well as problems associated with these development paradigms. Particular attention will be paid to neoliberal economic policies and their impacts on rural areas, and the course will frequently draw on examples from New England and North America. Additionally, the world is becoming increasingly urbanized, so we will examine the ways people come to know rural areas through the media, literature, and travel. 3 hrs. lect. **SOC OTH** (Mr. Nelson)

[GG 222 Political Geography of Russia]

[GG 223 The Geopolitics of European Integration]

GG 225 The Geopolitics of Southeast Asia (Spring)
This course introduces students to the political economy of the region. The issues or topics highlighted include economic development and growth, civil society and political change, urban growth and poverty, environmental problems and management and social conflicts. The main focus is on the countries of Indonesia, Malaysia, Singapore, Thailand, the Philippines, Vietnam, Cambodia, Burma and Laos. **OTH SOC** (Ms. Daniere)

GG 250 Arctic and Alpine Environments (Spring)
This course provides an introduction to the physical and biological characteristics of Arctic and Alpine environments. A systems approach is used to study climate, glaciation, geomorphology, and soils. The biota and ecosystems of the tundra, boreal forest, and polar seas are treated. Attention is also paid to the methods by which research in these areas is conducted and to the nature of field logistics in harsh climates. Field excursions are an integral part of the course. 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Bedford)

GG/GL 251 Geomorphic Processes (Spring)
An investigation of processes that shape the Earth's surface, including weathering, mass movements, and the effects of water, wind, and ice. Students examine how such processes govern the evolution of landforms in differing climatic, tectonic, and lithologic settings. Field and laboratory study focuses on the role of active surficial processes, as well as glaciation and other past events, in development of the landscape of west-central Vermont. Implications for human activities and maintenance of natural systems are also discussed. 3 hrs. lect., 3 hrs. lab. (or GG 150, or GL 112, or GL 170, or by waiver) **SCI DED** (Mr. Bedford)

[GG 254 Weather and Climate]

[GG/GL 255 Surface and Ground Water]

GG 256 Water Resources Geography (Spring)
Fresh water is essential for life. Attempts to harness it for purposes such as irrigation or power generation leave extraordinary marks on the Earth's surface, making water and water management prime agents in the creation of landscapes. This course provides a background in hydrology, then systematically deals with human efforts to manage fresh water, and the consequences of those attempts for the natural environment and human society. Topics will include structural and nonstructural management techniques, efforts to cope with climatic variability and change, and the legal structures governing water use, both in the U.S. and internationally. 3 hrs. lect., 3 hrs lab. **SCI DED** (Mr. Bedford)

GG 310 Fundamentals of Cartography (Spring)
An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). 3 hrs. lect., 3 hrs. lab. (Mr. Churchill)

GG 320 Geographic Information Systems (Fall, Spring)
This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. **DED SOC** (Mr. Churchill)

GG 340 Explanation in Geography (Fall)
This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. (Mr. Herb)

[GG 341 Research in Geography]

[GG/GL 352 Quaternary Geology]

GG 400-Level Seminars
Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature and they reflect the specialization areas of the department faculty. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year. (staff)

[GG 410 Seminar in Geography of Development: Women in Development]

GG 415 Seminar in Political Geography: Landscape and Memory: Geographies of National Identity (Fall)
This course focuses on the intimate relationship between human-made landscapes and nationalism. It examines both the built landscape and nationalism as twin narratives. Landscapes tell the story of the nation: they reflect what the nation has chosen to remember of its unique past and they also affect the nationalism that develops in a specific territory. With examples from the US, Poland, Germany, and Israel we will illustrate how the human-made landscape serves as important physical and cultural crucible in which people construct ideas, memories, and icons that become an important part of a nation's memory and sense of identity. (Ms. Mayer)

[GG 416 Seminar in Medical Geography: Medicine in Space and Place]

GG 420 Seminar in Geographic Information Systems and Cartography (Spring)
This seminar explores the dimensions of geographic information systems (GIS) as a structured set of tools for analysis and research and in broader context, as a potential force in science and society. Specific issues include the value and validity of GIS, the educational impact of visualization and related technologies, and new spatial contexts emerging from developments in GIS. In addition to critical reading and discussion, participants will complete applied problems designed to engage these issues. (GG 320 recommended) (Mr. Churchill)

[GG 422 Seminar in Russian Geography: Russian Nationalism and the Future of the Russian State]

GG/PS 444 Problems of Nationalism (Fall)
See Department of Political Science listings for description. (Mr. Connor)

[GG 450 Seminar in Physical Geography: Climatology]

GG/IS 445 Ethnicity, Nationalism, and the State: Voices and Responses (Spring)
See International Studies listing for course description. This course is equivalent to IS 445 and PS 445. Register for this course under IS 445. (Mr. Liebowitz, Ms. Stanger)

GG 500 Research in Geography (Fall, Spring)
(staff)

GG 700 Senior Research (Fall, Spring)
(staff)

Programs at the Center for Northern Studies

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the center, students reside together in nearby country homes. All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Winter term-in-residence at the center is available to all students who attend the fall term preceding or the spring term following or by departmental permission. Applications may be obtained from the geography department. There is no additional cost to Middlebury students who enroll in a full semester-in-residence program or the winter term-in-residence at the center.

Fall Semester-in-Residence
The fall term at the center introduces students firsthand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolar North (Fall)
This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. **SCI** (Mr. Young)

NE 330 Indigenous Cultures of the Circumpolar North (Fall)
This course offers an ethnographic introduction to traditional circumpolar cultures. In general, the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of Arctic and Subarctic cultures of Old and New worlds, followed by an examination of selected topics, including subsistence settlement systems, trade, social structure, and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. **SOC OTH** (Mr. Cox)

NE 340 Polar Biota I: Flora (Fall)
This course begins with field identification of northern flora during a three-week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. **SCI** (Mr. Young)

NE 360 The Political Economy of Resource Management (Fall)
The management of natural resources in the Arctic and Subarctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. **SOC OTH** (Mr. Flanders)

Winter Term-in-Residence
All students who have been in residence at the center the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the center may attend winter term-in-residence there; registration is handled through the geography department. Limited spaces are available.

NE 350 Winter Ecology (Winter)
Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical, and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures,

the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. **SCI** (staff)

Spring Semester-in-Residence
The spring term at the center emphasizes social sciences, northern policy studies, community development in the North, and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses that students complete during the spring semester-in-residence are described below.

NE 315 Northern Archaeology (Spring)
This course combines an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands-on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. **HIS SOC OTH** (Mr. Cox)

NE 325 Polar Biota II: Vertebrate Fauna (Spring)
This course consists of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and management concerns. **SCI** (Mr. Young)

NE 370 Arctic Policy Studies (Spring)
The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in-depth understanding of the role of policy in the North, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. **SOC OTH** (Mr. Young)

NE 380 Community Development in the Circumpolar North (Spring)
The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large-scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? **SOC OTH** (Mr. Flanders)

NE 390 Northern Seminar (Spring)
The purpose of this seminar is to prepare students for the field trip in May. Students work on independent projects reflective of their interests in the ecology, culture, or history of the North Atlantic. Visiting guest lecturers and field trips to academic research and political centers in New England and Canada complement the class work and research in Wolcott. (Dr. Young)

POLITICAL SCIENCE

Professors: Eric Davis (secretary of the College), Michael Kraus (chair), David Rosenberg; *Charles A. Dana Professor:* Murray Dry; *George Nye and Anne Walker Boardman Professor of Mental and Moral Science:* Paul Nelson; *James Jermain Professor of Political Economy:* Russell Leng; *Distinguished Visiting Professor:* Walker Connor; *Associate Professors:* Christopher McGrory Klyza, Allison Stanger; *Assistant Professors:* Jeffrey Cason (on leave academic year), Matthew Dickinson, Judith Layzer, Saadia Pekkanen, Mark Williams; *Instructor:* Erik Bleich

Political Science defines, describes, explains, and evaluates political phenomena, such as war and peace, voting and office holding, and crime and punishment. Consequently our course requirements include one that concentrates on classic texts in political philosophy, one that involves a study of different kinds of governments in the world today, one that concentrates on politics among nations, and one that studies American government. The curriculum is designed to depict in use a number of the elements of the liberal arts and sciences, to meet the demands of thoughtful citizenship, and to prepare those students who intend to pursue further work in either graduate or professional school.

Course offerings are divided into four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. We normally offer students a choice of four different introductory courses (all 100-level courses and PS 201). We also offer a large introductory course in Environmental Policy (PS 211), which is a required course in the Environmental Studies Program. In addition, most 200-level courses have no prerequisites and are open to students of all classes.

Given the range of the subject matter and the variety of approaches to the study of politics represented in this department, it is not surprising that faculty are involved, formally and informally, in related majors and programs: international studies, environmental studies, international politics and economics, Latin American studies, European studies, East Asian studies, Russian and East European studies, and classical studies. We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Our students also participate in American University's Washington Semester. (Please see Professor Paul Nelson.)

Political Science majors who are interested in obtaining teaching licensure must notify the Teacher Education Program by the middle of their sophomore year. They should also contact Professor Murray Dry, the Political Science Department's teacher education affiliate.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PS 101 or PS 107, and (2) PS 103. In addition, he or she must (3) fulfill the field distribution requirement, and (4) complete the senior program. The first two of these requirements should normally be completed before the end of the sophomore year. At least six courses, including the senior seminar, must be taken at Middlebury College.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. Students must take two courses in any three of these fields and one course in the fourth field.

PS 103 Bypass Option: Advanced students may take PS 230 or PS 324 to fulfill the PS 103 requirement, with permission of the instructor of the course the student will take in lieu of PS 103.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400-level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 601 winter term thesis and PS 700 for the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis, and (2) the level of the average grade received in other fall and spring courses in the department. Honors theses candidates will have a political science course average of at least 3.3 and a thesis grade of B+ or higher to attain honors; a political science course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and a political science course average of at least 3.7 and a thesis grade of A to attain highest honors. All courses (that the department recognizes as political science) taken at the Middlebury Schools Abroad will count toward political science course average. (For a full description of regulations, pick up a copy of Honors Theses Procedures and Regulations in Munroe 213.)

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or PS 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Politics and Economics Major: The IP&E major allows students to combine the study of politics, economics and languages, linking these disciplines with an appropriate experience abroad. Students wishing to pursue this major should consult the catalog section dealing with "International Studies at Middlebury College."

International Studies Major: To specialize in political science within the IS major, students must take: (1) PS 103 and PS 201; (2) PS 101 or PS 102 or PS 104 or PS 107; (3) two other courses at the 200 or 300 level from either Comparative Politics or International Relations and Foreign Policy field; (4) a 400-level seminar from either Comparative Politics or International Relations and Foreign Policy field, which must be taken at Middlebury in the junior or senior year.

Minors in Political Science: The minor in political science will consist of five courses, which must come from at least two of the four fields in the department. At least one of the courses must be at the 300 level or above.

Advanced Placement: A score of 4 or 5 on the College Board Advanced Placement Examination in American politics will entitle the student to exemption from PS 104; such a score may satisfy the requirement of one course in the American politics field. A score of 4 to 5 on the College Board Advanced Placement Examination in comparative politics will entitle the student to exemption from PS 103; such a score may satisfy the requirement of one course in the comparative politics field. Students exempted from PS 103 are strongly encouraged to take PS 230 or PS 324. While supplying two college credits, advanced placement in both American politics and comparative politics will substitute for only one course requirement for the political science major.

INTRODUCTORY COURSES

PS 101 Introduction to Political Philosophy (Fall)
Study of the classics of political philosophy, as well as the foundations of nonphilosophic political science. Central issues concern the best form of government, the best way of life, and, generally, what kind of knowledge about politics is possible. Specific works have included: Plato, *Republic*; Aristotle, *Politics*; Thucydides, *History*; Aquinas, *Summa Theologica*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *Second Treatise on Government*; Rousseau, *Second Discourse*; Marx, *Communist Manifesto*, *Capital*. **PHL SOC EUR** (Mr. Dry)

PS 102 The American Political Regime (Spring)
This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's Democracy in America, is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's Notes on the Debates in the Federal Convention, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (Marbury, McCulloch), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (Brown, Frontiero, Roe). **USA SOC** (Mr. Dry)

PS 103 Introduction to Comparative Politics (Fall, Spring)
An introduction to the comparative study of political systems and to the logic of comparative inquiry. How are different political systems created and organized? How do they change? Why are some democratic and others authoritarian? Why are some rich and others poor? Other topics covered in this course include nationalism and political ideologies, forms of representation, the relationship between state institutions and civil society, and development strategies. In this course students will also learn how to describe, classify, compare, and evaluate governments using modern library and computer-based research methods. **SOC** (Mr. Rosenberg, Mr. Bleich)

PS 104 Introduction to American Politics (Fall, Spring)
This course introduces the institutions and practices of American government and politics. The aim is to give students a firm understanding of the workings of and the balance of power between the American Congress, President, bureaucracy, and court system. We begin with the blueprint of US government—the Constitution—the founding principles upon which public policy is formed. We then look at individual preferences of American citizens—how they make decisions about politics. We examine how political institutions—interest groups, parties, elections, and legislative bodies and rules—aggregate diverse, often conflicting preferences and how they resolve or exacerbate problem-solving. **SOC USA** (Ms. Layzer, Mr. Dickinson)

PS 107 Politics and the Studies of Politics (Spring)
This course will consider classic texts of Western political thought. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Thomas Aquinas, *Summae*; William Shakespeare, *Julius Caesar*; Thomas Hobbes, *Leviathan*; Edmund Burke, *Reflections on the Revolution in France*; Alexis de Tocqueville, *Democracy in America*; speeches by Thomas Macaulay; and writings by Karl Marx and Friedrich Engels. **PHL SOC EUR** (Mr. Nelson)

Political Theory

PS 101 Introduction to Political Philosophy (Fall)
See description in "Introductory Courses" above. **PHL SOC EUR**

PS 107 Politics and the Studies of Politics (Spring)
See description in "Introductory Courses" above. **PHL SOC EUR**

[PS 317 Classical Political Philosophy]

PS 318 Modern Political Philosophy (Spring)
After starting with Plato, we will study some classic works in modern political philosophy, including Machiavelli, Hobbes, Spinoza, Rousseau, Kant, Hegel, Nietzsche, and Heidegger. We will explore the following themes: modernity's rejection of ancient thought, its later replacement of nature by history as the standard for right, and its subsequent rejection of any standard of right. We will also note how these writers introduce realism and idealism into the study of politics and the separation of powers and freedom of speech and religion into our understanding of constitutional government. We will conclude with a return to Plato. Seniors needing to fulfill a Political Science seminar requirement may arrange with the instructor to do so. (PS 101 or PS 107) (Mr. Dry)

PS 333 Politics, Philosophy, and Education (Fall)
We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates's claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledge; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will wonder what is liberal education and of what kind is its business with, or toward, political things? We will read Plato, Aristotle, Hobbes, Nietzsche, and some twentieth century writers, such as Michael Oakeshott, Allan Bloom, and Leo Strauss. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. **PHL EUR** (Mr. Nelson)

[PS 401 Seminar on Political Philosophy]

[PS 402 Seminar on Political Philosophy and Constitutionalism]

[PS 409 Seminar on Political Philosophy: Aristotle's Political Science]

American Politics

PS 102 The American Political Regime (Spring)
See description in "Introductory Courses" above. **SOC USA**

PS 104 Introduction to American Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC USA**

PS 205 American Political Behavior (Fall)
This course seeks to understand political participation in America. It is organized around three major questions: Who votes and why? Who participates in politics? Why do some people lead and others follow? We will focus on the emergence of social movements, including the civil rights and women's movements, and the rise of interest-group politics. **SOC USA** (Ms. Layzer)

[PS 206 The American Presidency]
SOC USA

[PS 208 The Politics of the U.S. Congress]
SOC USA

PS/ES 211 Conservation and Environmental Policy (Fall)
An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy; (2) the foundations of the U.S. political and economic

systems as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the environmental/natural resources policy area. **SOC USA** (Mr. Klyza)

[PS 212 American Political Parties]
HIS SOC USA

PS 305 American Constitutional Law: The Federal System (Fall)
This course examines the development of American constitutionalism through study of Supreme Court decisions. Every major topic but the bill of rights (see PS 306) is covered. Using The Gunther & Sullivan Constitutional Law casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and seniors with PS 102 or PS 104 or PS 306) **USA** (Mr. Dry)]

[PS 306 American Constitutional Law: Individual Rights]
PHL USA

PS 310 American Public Policy (CW 15) (Spring)
This course considers such questions as: How do we decide which problems are worthy of governmental attention and which are best resolved in the private sphere? Who frames public policy issues? How do policymakers solve those problems they choose to focus on? This class takes an unconventional approach to the study of public policy in the sense that we do not spend an inordinate amount of time on the mechanics of policymaking — the workings of congress, agencies, and courts. What you will come away from this course with is the ability to assess intelligently a wide range of public policy debates. **SOC USA** (Ms. Layzer)

PS 320 American Political Development (Spring)
This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. This course will be taught in a seminar format. (One course in American politics or American History) **SOC HIS USA** (Mr. Klyza)

[PS 420 Seminar in American Politics]

[PS 421 Seminar on Perspectives on the Environmental Movement]

[PS 422 Seminar on Congressional Campaigns and Elections]

PS 423 Science, Politics, and Public Policy (Spring)
Is nuclear power risky or not? Should we worry about climate change? How should we respond to biologists' reports that frog populations across the United States are declining? As such questions make clear, our understanding of science shapes our policy choices. In order to understand how, this course will begin by examining the way that scientists explain the advance of scientific knowledge. We will then consider the way in which the media portrays science and, correspondingly, how the public interprets science-based debates. Finally, we will learn how science is used in Congress, agencies, and the courts by looking at public policy controversies over carcinogenic chemicals, acid rain, nuclear power, development of open land, and other issues. (Ms. Layzer)

PS 425 Seminar on the American Presidency (Spring)
In-depth examination of the exercise of presidential leadership from a normative and empirical perspective. What are the sources of presidential power, the constraints on its use, and the implications for the American political system? The focus is on the leadership strategies of the modern presidents (FDR through Clinton). (PS 104 or PS 206) (Mr. Dickenson)

Comparative Politics

PS 103 Introduction to Comparative Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC**

PS 220 Asian Politics (Spring)
After a generation of national liberation, industrial revolution, and economic earthquake, what lies ahead for the ancient societies and new states of Asia? Through case studies from East Asia, Southeast Asia, and South Asia, we will analyze how the collapse of the "Asian economic miracle" has shaken political systems. We will study how governments are now responding to the challenges of globalization (the financial crisis, the spread of modern mass communications, Asian values and universal human rights) and insularization (ethnic and religious conflicts, demands for meaningful democratic change) in their pursuit of economic development and political legitimacy. **SOC OTH** (Mr. Rosenberg)

[PS 223 Latin American Politics]

PS 225 West European Politics (Fall)
An introduction to the domestic politics of Western Europe since 1945, focusing on Britain, France, Germany, Italy, Spain, Sweden, and the European Union. Topics include representation, the role of the state in promoting economic growth, social capital and democratic performance, transitions to democracy, and the welfare state. The second half of the course will focus on issues high on the current European agenda, including unemployment, economic reform, the rise of far-right parties and globalization. **SOC EUR** (Mr. Bleich)

PS 227 Soviet and Russian Politics (Spring)
This course seeks to introduce the student to a major phenomenon of twentieth century politics, the rise and decline of the Soviet Union and the emergence of Russia as its successor state. The first part of the course provides an overview

of key factors that influenced Russian and Soviet politics under communism, including history, economy, ideology, institutions of the communist party, and the role of political leadership from Lenin to Gorbachev. The second part surveys radical political and social transformations in the 1990s and analyzes Russia's struggle with the twin challenges of democratic and market reform. **SOC HIS OTH** (Mr. Kraus)

PS 228 East European Politics (Fall)
This course provides an overview of the key stages in the development of East and Central European politics in the twentieth century. It examines the imposition of communist rule, crises of de-Stalinization, the collapse of communist regimes in 1989, and the politics of post-communist transitions. The course focuses on the factors promoting and impeding the development of stable democratic regimes and assesses East Europe's prospects. **SOC HIS EUR** (Mr. Kraus)

[PS 230 Comparative Development Strategies]

PS 240 Race Around the World: The Comparative Politics of Ethnic Diversity (CW 15) (Fall)
This course aims to promote reflection on the interactions between the state and ethnic and racially diverse societies. What effect do governments' actions have on ethnic or racial identifies and mobilization? What kind of equality-if-any-should states and citizens seeks within their borders? How do states' actions affect the likelihood of national cohesion and social peace between racial and ethnic groups? To address these questions, we will compare the United States to South Africa, India, Brazil, and Western Europe. Are there lessons that can be learned from abroad that shed light on the politics of race in this country? **SOC OTH** (Mr. Bleich)

[PS 250 Political Culture]

PS 324 The Political Development of Western Europe (CW 15) (Fall)
In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the twentieth century. **SOC EUR** (Ms. Stanger)

PS 335 Latin American Revolutions (Spring)
This course examines the causes, goals, and outcomes of revolutions in twentieth century Latin America, with special reference to Mexico, Guatemala, Cuba, Chile, and Nicaragua. It seeks to understand (1) why this region has experienced to many revolutions; (2) what their impact on political, economic, or social systems has been; (3) why they simply appear to replace one form of repression with another (i.e., communism, authoritarianism); and (4) factors that have kept Latin revolutionaries from achieving their political, social, or economic goals. Alternative causal explanations are presented, in-depth case study analysis conducted, and key "limiting" factors are identified. **SOC OTH** (Mr. Williams)

PS 348 Comparative Electoral Processes (CW 15) (Spring)
Analysis of institutions and processes that structure electoral outcomes in advanced democracies: candidate and leadership selection, translation of votes into legislative seats, campaign finance, the media in politics, presidential vs. parliamentary systems. Theories of party systems and representation and how they mediate between citizens and government. A wide range of political systems will be studied, which may include the United States, Britain, France, Germany, Israel, and Japan. Students will contribute to the development of a Web page on comparative electoral processes. (PS 103 or PS 230 or PS 324 or waiver) (Mr. Davis)

[PS 406 Seminar on European Politics: Socialism, Fascism, Capitalism]

[PS 415 Seminar on Latin American Politics]

PS 424 Seminar on the Politics of Democratization (Fall)
This seminar explores critical issues concerning transitions from authoritarian to democratic rule. It addresses such questions as: What factors account for the "third wave" of global democratic expansion? How do newly democratic societies confront their authoritarian past? Should the new leaders choose presidential or parliamentary government? What challenges confront states that are undergoing simultaneously processes of democratic change and economic transformation? What conditions favor consolidation of new democracies? Can democracy's "third wave" be sustained indefinitely, or will a wave of democratic breakdowns follow? To contend with such questions, we will analyze and compare the experience of many countries and regions. (One course in comparative politics) (Mr. Kraus)

PS 440 The Politics of Identity in Western Europe: Nations, Citizens, and Immigrants (Spring)
This seminar will provide an overview of the politics of identity in Western Europe. We will link theoretical debates about identity with current political concerns about nationalism, citizenship, and immigration in Western Europe. After exploring how to think about identities, this course asks questions such as: Where does nationalism come from? How do recent changes in citizenship and immigration policy affect national identity? How are West European nations struggling to accommodate multiculturalism, and how confident are they that they will succeed? We will link empirical discussions of Western European societies with broader questions about identity, diversity, and social cohesion. (PS 103 or PS 225 or PS 230 or PS 324) (Mr. Bleich)

PS/GG 444 Problems of Nationalism (Fall)
The near absence of coincidence between ethnic and political borders is the major source of global political instability. Realistic attempts to devise policies for avoiding, resolving, and mitigating ethnonational conflict require appreciation of how this form of conflict differs in its essentials from other forms of conflict; and this, in turn, requires understanding of the nature of ethnonational identity and of the attitudinal and behavioral patterns to which it gives rise. The seminar investi-

gates the nature and political ramifications of ethnonationalism. It addresses the multifaceted questions of "what, who, when, where, and why is a nation?" and examines the current influence of ethnonationalism throughout the major regions of the world. (Mr. Connor)

PS/IS 445 Ethnicity, Nationalism, and the State: Voices and Responses (Spring)
See International Studies listing for course description. This course is equivalent to IS 445 and GG 445. Register for this course under IS 445. (Mr. Liebowitz, Ms. Stanger)

PS 454 Leadership: Politics and Personality (Spring)
Are leaders born or made? Does the answer to this question change when the social, cultural, and political context varies? This course will approach the subject of leadership from a multidisciplinary (politics and psychology) perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; (3) the role of the state and cultural context in which the leadership is exercised; and (4) the process of leading. Case studies will include the United States (Clinton), Germany (Hitler), the Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), and the United Kingdom (Thatcher). (One course in comparative politics) (Mr. Kraus)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics (Fall, Spring)
What causes conflict or cooperation among states? What can states and other international entities do about global economic and environmental problems? These are among the issues addressed by the study of international politics. This course examines the forces that shape relations among states, and between states and international regimes. Key concepts include: the international system, power and the balance of power, international institutions, foreign policy, diplomacy, deterrence, war, and global economic and environmental issues. Both the fall and spring sections of this course emphasize rigorous analysis and set theoretical concepts against historical and contemporary case studies; there is greater emphasis on historical cases in the spring, however, and more emphasis on contemporary illustrations in the fall. **SOC** (Mr. Leng, Ms. Pekkanen, Mr. Williams)

PS 214 International Environmental Politics (CW 15) (Spring)
How can countries with different circumstances and priorities work together to stop global environmental pollution or resource depletion? We will study and simulate international negotiations on key global environmental issues—depletion of the ozone layer, global warming, deforestation, and others—and will investigate how these issues have become intertwined with security and economic issues in world affairs, such as North-South relations, trade liberalization, and resource conflicts. Students will write periodic abstracts, policy memoranda, letters to the editor, and independent research papers on how environmental movements, industries, and governments are attempting to manage planet Earth. **SOC** (Mr. Rosenberg)

PS 218 Great Powers Politics in East Asia (Fall)
What role will Asia play in the formation of the New World Order? Can we hope for peace and stability across a range of issues, or should we prepare for a clash of civilizations? This course evaluates theories of international political economy by applying them to practical and policy issues, giving equal emphasis to security dilemmas and economic concerns in the contemporary world. Topics include security regimes, nuclear proliferation, territorial disputes, trade blocs, regional institutions, and monetary coordination. Readings will be drawn from political science, economics, and history. **SOC OTH** (Ms. Pekkanen)

[PS 219 Conflict and Cooperation in Asia]

[PS 226 The European Union]

PS 302 International Law and Organization (Spring)
The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two-thirds of the course are devoted to the role of international law, and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations' efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PS 201 or PS 311 or waiver) **SOC** (Mr. Leng)

PS 303 U.S.-Latin American Relations (Spring)
This course examines American foreign policy toward Latin America. Grounded in international relations theory, it chronicles the expansion of U.S. power in the nineteenth century, the interwar period, the cold war, and the current era of continental economic integration. Topics include the Inter-American System, specific doctrines (Monroe Doctrine, Roosevelt Corollary), specific policies (Good Neighbor Policy, Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis and Falkland Islands War. **SOC** (Mr. Williams)

PS 304 International Political Economy (Fall)
This course examines the politics of global economic relations, focusing principally on the advanced industrial states. How do governments and firms deal with the forces of globalization and interdependence? And what are the causes and consequences of their actions for the international system in turn? The course exposes students to both classic and contemporary thinking on free trade and protectionism, exchange rates and monetary systems, foreign direct investment and capital movements, regional integration, and the role of international institutions like the WTO. Readings will be drawn mainly from political science, as well as law and economics. (Seniors needing to fulfill a PS seminar requirement may arrange with the instructor to do so.) **SOC** (Ms. Pekkanen)

PS 311 American Foreign Policy (Spring)
An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure, and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and

containment, American intervention in the developing world, American international economic policy, the role of public opinion and transnational relationships in U.S. policy decisions, and the likely place of the United States in the still emerging post-cold war order. **SOC USA** (Ms. Stanger)

[PS 315 Theories of International Relations]

[PS 403 Seminar on Political Economy of Development in Latin America in Comparative Perspective]

PS 404 Seminar: The Global Political Economy (Fall)
This seminar analyzes the major historical developments, theories, and current policy issues in international political economy, the study of the interactions among states and markets. In the first part of this seminar, we will examine, through case-study discussions, the institutions (e.g., IMF, World Bank, MNC's, OPEC, WRO, NGO's, etc.) that attempt to govern or influence the world economy. In the second part, students will prepare and present research reports on major issues in the world economy; including the dilemmas of globalization and insularization, increasing inequalities between rich and poor nations, and economic development within growing environmental constraints. (Mr. Rosenberg)

PS 405 Seminar on the Causes of War (Spring)
An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311) (Mr. Leng)

PS 407 Seminar on United States-European Relations (Fall)
An overview of the major issues and policy dilemmas in U.S.-European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.-European Union relationships will be explored. Special consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American-European relationship. (Ms. Stanger)

[PS 408 Seminar on U.S. Relations with Russia and East Central Europe]

[PS 410 Seminar on the Politics of East Asia]

PS 412 Seminar on Diplomacy (Fall)
The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (PS 201 or PS 311) (Mr. Leng)

[PS 430 Seminar on Asian American Relations]

[PS 451 Development and Democracy]

PS 453 Law and International Political Economy (Spring)
This seminar exposes students to the growing importance of international law for managing the forces of economic interdependence. What are the legal aspects of economic relations among sovereign states? To what extent do considerations of international law affect the foreign economic policies of modern states? How successful has international law been in mediating or resolving economic conflicts? What does the rise of the World Trade Organization signify about legal constraints on trading relations in the Twentyfirst century? (PS 304) (Ms. Pekkanen)

Independent Projects

PS 500 Advanced Projects (Fall, Winter, Spring)
A program of independent work designed to meet the individual needs of advanced students. (staff)

PS 700 Honors Thesis (Fall, Winter, Spring)
(staff)

Psychology

Professors: Bob Osborne (chair), Marc Riess; *Assistant Professors:* Susan Campbell, Marcia Collaer, Barbara Hofer, Augustus Jordan, Michelle McCauley (on leave academic year), H. David Smith (on leave academic year), Carlos Vélez; *Scholar-in-Residence:* Eleanor Gibson

Psychology is the scientific study of behavior, including mental processes. For the student who majors in psychology at Middlebury, engagement with data lays the basis for an empirically founded and objective formulation of principles of human behavior. Students may encounter the data in published research reports, in laboratory work, and in connection with individual research along lines that they find important. The relevant observations may involve human participants or sometimes infra-human animals for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis testing or application.

As a psychology major the student takes a program of elective and required courses in psychology. By the end of the junior year, through work in psychology, he or she has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the senior year the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the Major in Psychology: Eleven courses in psychology including the following: (1) PY 105, PY 201, and PY 202; (2) four core courses from among PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306, at least one with laboratory; (3) one 300-level course (lab or nonlab, but not counted in (2) above); (4) two PY 400-level seminars (not both PY 412 and PY 425) (PY/PS/IS 454 may not count as a 400-level seminar but may count as an elective); (5) one elective (any fall, spring, or winter PY course). It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced (400-level) seminar courses in psychology.

Departmental Honors in Psychology: Students who seek to graduate with departmental honors should consult with a staff member no later than the junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of the senior year, candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in psychology department courses is needed for admission to honors candidacy.

Required for the Minor in Psychology: Five psychology courses, including the following: (1) PY 105; (2) two core courses from among PY 201, PY 202, PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306 (at least one with laboratory); (3) one 300- or 400-level course (a course may not be double counted for both requirements (2) and (3)); (4) one elective (any fall, spring, or winter term PY course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PY 105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology: The requirements are BI 190, BI 195, BI 216, BI 250; one of BI 201, BI 202, BI 203, BI 310; one 300- or 400-level BI course; one biology elective; PY 105; PY 201; PY 301; two core courses from PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 303, PY 305; one 400-level seminar; and one PY elective (any fall, spring, or winter PY course). Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Required sociology/anthropology courses: SA 105; SA 252; either SA 301 or SA 302; SA 305; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. Students should consult their adviser about honors in the joint major.

PY 105 Introduction to Psychology (Fall, Spring)
This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors) **SOC** (fall: Ms. Collaer, Mr. Riess; spring: Mr. Vélez)

PY 201 Psychological Statistics (Fall, Spring)
This course will examine statistical methods used in the behavioral sciences. Students will learn the logic underlying statistical analysis, focusing primarily on inferential techniques. They also will become familiar with the application of statistics to psychological research, including the use of computer software for conducting and interpreting statistical tests. (Credit is not given for PY 201 if the student has taken MA 106 or EC 210 previously or concurrently.) **DED** (fall: Ms. Collaer; spring: Ms. Campbell)

PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)
This course will present an introduction to the design, analysis, and interpretation of psychological research. Students will also become familiar with the structure and style of psychological journal articles, and learn to write in scientific journal style. (Not open to first-year students, PY 201 or by waiver, seniors by waiver only) **DED** (fall: staff; spring: Ms. Hofer)

PY 203 Social Psychology (Spring)
Social psychology is the study of how social situations affect the thoughts, feelings, and behaviors of individuals. This course will provide an overview of social psychological theory and research findings, as well as reviewing the ways in which these findings are applied to the study of issues such as aggression, close relationships, prejudice, and altruism. Students will also learn about the research methods that social psychologists use to test their theories. (Not open to seniors except by waiver) **SOC** (Ms. Campbell)

PY 204 Personality Psychology (Fall)
This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. (Not open to seniors except by waiver) **SOC** (Mr. Vélez)

PY 206 Sensation and Perception I (Spring)
The study of perception involves understanding how we experience the world around us. This course will examine how sensory processes (primarily vision, audition, and touch) relate to our perceptual experiences. A survey of research findings will be used to evaluate traditional and current theories of perception. Sample topics: psycho-physics, color vision, illusions, perceiving movement, intermodal perception, and perceptual learning and development. (PY 105 or permission) 3 hrs. lect., 3 hrs. lab. **SCI** (staff)

PY 207 Conditioning and Learning (Spring)
This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. A self-scheduled lab and a 1 hr. prelab are part of this course. **SCI** (Mr. Osborne)

PY 210 Alcohol Use and Abuse (Spring)
This course offers an in-depth examination of alcohol use and abuse in contemporary American society. Topics covered will include alcoholism vs. problem drinking vs. social drinking; current state, regional, and national drinking patterns; clinical differentiation of alcohol abuse and alcohol dependency; dual diagnosis; disease or disorder debate; epidemiology; chronic and acute effects on the central nervous system; medical consequences; fetal alcohol syndrome; adverse social consequences; patterns of usage and effects on women and African American, Hispanic American, Asian American, and Native American populations; pattern of usage and outcomes for college students; models for prevention, intervention, and treatment. (Students who have taken the winter term course on alcoholism will not be allowed to take this course for credit. Seniors by waiver only.) **SOC** (Ms. McShane)

[PY 213 Psychology of Ethics and Moral Development]

[PY 214 Psychology of Language]

[PY 215 Applied Psychology]

PY 216 Adolescence (Fall)
This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychological issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. **SOC** (Ms. Hofer)

PY 224 Abnormal Psychology (Fall, Spring)
This course will provide an overview of the abnormal behaviors currently classified as psychopathological. Data and issues related to the classification, occurrence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, and social factors that contribute to each disorder. **SOC** (fall: Mr. Jordan; spring: Mr. Riess)

PY 225 Child Development (Spring)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive teacher education credit.) 3 hrs. lect., 1 hr. disc. (Not open to seniors except by waiver) **SOC** (Mr. Jordan)

[PY 226 Adulthood and Aging]

PY 300 Addiction (Spring)
This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (2 psychology courses beyond PY 105) **SOC** (Mr. Vélez)

PY 301 Physiological Psychology (Fall)
This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (One psychology course, or biology background, or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Osborne)

[PY 303 Sensation and Perception II]

[PY 304 Child Psychopathology]

PY 305 Cognitive Psychology (Fall)
Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (PY 201 previously or concurrently; recommended: PY 202) 2 hrs. lect., 3 hrs. lab. **SCI** (staff)

PY 306 Psychological Assessment (Spring)
This course will cover the major techniques that psychologists use in the assessment of personality, psychopathology, and attitudes, including the Rorschach, the Thematic Apperception Test (TAT), intelligence testing, the MMPI, projective drawings, Thurstone and Likert scales, behavioral assessment, and the assessment interview. In lectures you will learn about the reliability, validity, construction, and standardization of these instruments. In laboratories, you will begin to learn how to administer, score, and interpret these psychological tests, and write up the results in psychological reports. (At least two psychology courses) 3 hrs. lab. (Mr. Riess)

PY/WG 307 Human Sexuality (Fall)
This course will provide an introduction to the biological, psychosocial, behavioral, and cultural aspects of human sexuality. Specifically, the course will cover topics such as the

physiology of sexual response, love and the development of sexual relationships, sexual orientation, contraceptive use, and sexually transmitted diseases. Emphasis will be given to discussion of relevant social issues, including sexual harassment, pornography, and cyberspace sexuality. Students will be encouraged to critically evaluate the sexual norms, attitudes, and practices of their own and other cultures. (two psychology courses) (Ms. Campbell)

PY 309 Psychopharmacology (Spring)
This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, biochemical principles of drug action and dependence, and how legal and illegal drugs alter the behavior of humans and experimental animals (including mood, learning, and motivation). Historical, societal, and legal issues of drug use and abuse also will be discussed. (One course in psychology, biology or chemistry) **SCI** (Ms. Collaer)

[PY 313 Legal Psychology]

PY 315 Fundamentals of Clinical and Counseling Psychology (Spring)
This course presents the central theories and practices of clinical and counseling psychology with emphasis on methods of therapeutic intervention. Students will explore the theoretical assumptions of common approaches (e.g., psychoanalytic, humanistic, cognitive, behavioral, eclectic, and other systems), watch and participate in example interventions, and evaluate each approach on both theoretical and empirical grounds. Basic assumptions of the therapeutic relationship, how such relationships are established, and the role of these relationships in modern society, will also receive attention. Students will be expected to take an active role in class activities, demonstrations, and presentations. (PY224 required). 3 hrs. lect/disc. (Mr. Jordan)

PY 327 Educational Psychology (Fall)
The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation, and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. **SOC** (Ms. Hofer)

PY 350 Directed Research in Psychology (Fall, Spring)
Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. format. (Approval required, three psychology courses beyond the introductory level, and junior or senior status) (staff)

400-LEVEL SEMINARS
Seminars provide the advanced student with an opportunity to pursue particular content areas in depth. They require intensive writing and reading of the relevant literature.

[PY 405 The Psychology of Racial/Ethnic Minorities]

PY 408 Psychology of Marriage and Family Systems (Fall)
In this course, psychology majors will study the origins, historical development, and controversies of a systemic approach to marriage and family life. Students will read original sources and will actively participate in theory development and critique regarding "normal" and "pathological" family life. Dominant and emerging social science perspectives, from "individual" psychology to systemic theories to postmodern narrative therapy, will be explored. (PY 105 or by waiver) (Mr. Jordan)

[PY 412 Approaches to Psychotherapy]

[PY 416 Limbic System]

[PY 417 Physiological Basis of Learning and Memory]

PY 418 Biological Basis of the Mind: The View from When Things Go Wrong (Spring)
In this course we will examine neurological, psychological, and psychiatric disorders that shed light on the biology of the brain and its relationship to the mind and behavior. Disorders of study may include obsessive compulsive disorder, depression, bipolar disorder, Parkinson's disease, Huntington's disease, Tourette syndrome, schizophrenia, disorders of memory, and others. Case studies and clinical observation will be combined with the study of the brain circuitry and chemistry thought to underlie the disorders. Restricted to juniors and seniors with a background in physiology (PY 301 or BI 370, or PY 224) (Ms. Collaer)

PY/WG 420 Psychology of Women and Gender (Fall)
This seminar will examine the development of theory and research on psychological issues relating to women and gender. Topics such as gender differences and similarities, stereotypes, and gender learning will be addressed. The course will also explore the impact of these issues on individuals' self-views and on relationships between women and men. Students will learn the skills necessary for thinking critically about gender issues as they are discussed and portrayed in academic and popular media. (junior or senior psychology or Women's and Gender Studies majors) (Ms. Campbell)

[PY 421 Seminar in Cognitive Development]

[PY 422 Children in the Legal System]

PY 424 Exceptional Learners (Spring)
The purpose of this senior seminar is to provide a foundation and analysis of legal, social, educational, medical, and psychological concepts that focus on exceptional children. To do this, we will investigate the basic characteristics and unique educational needs of populations of children who have been deter-

mined to differ significantly from their "average" peers in terms of mental, physical, and/or emotional characteristics. Related educational programs, such as "special education" will be introduced and evaluated, including programming theories and approaches, legal requirements, and other general topics of interest. (PY 225 or PY 327) (Ms. Hofer)

PY 425 Diagnosis using DSM-IV (Fall)
In this advanced seminar, we will take an active-learning, case-study, approach to the diagnosis of psychopathology. In other words, you will learn about the diagnosis of mental disorders by making diagnoses of persons in biographies, novels, and films. We will focus on how to make differential diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Thus, you will be learning the particular symptoms, signs, and diagnostic criteria of many mental disorders. You will learn how to identify them in specific cases and apply them to making valid diagnoses. (PY 224) (Mr. Riess)

[PY 428 Self and Social Behavior: A Psychological Perspective]

[PY 454 Leadership: Politics and Psychology]

PY 500 Advanced Research (Fall, Spring)
A program of research arranged to meet the needs of advanced students majoring in psychology. (Approval required) (Staff)

PY 703 Honors Candidacy (Spring)
Students hoping to be considered as candidates for departmental honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department by 5 p.m. on Monday of the 11th week of fall classes in their senior year. If the proposal is approved, the student will enroll in PY 703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for high or highest honors. (Approval required) (Staff)

SOCIOLOGY/ANTHROPOLOGY

Professors: A. David Napier (on leave), Margaret Nelson, E. Burke Rochford (chair), Ellen Oxfeld; *Assistant Professors:* Marc Garcelon, Theodore Sasson, David Stoll; *Visiting Assistant Professors:* Susan DiGiacomo, Dwight Fee; *Lecturer:* David Eaton

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, in that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305 or SA 306, SA 301 or SA 302, and SA 700 or SA 710), which emphasize basic concepts, theory, and research methods. Each student will also be required to take at least one 400-level seminar (preferably in the junior year). In addition, each student may choose from five to nine (starting in 1998, four to eight) electives from the variety of substantive courses offered by the department, no more than two of which may be 100-level courses. Strongly recommended: at least one area studies course.

Ideally, students should take Research Process (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major: There is an established sociology/psychology joint major. From the sociology/anthropology department, the student must take SA 105, SA 252, SA 305; either SA 301 or SA 302; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. From the psychology department, the student must take PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY 215 or PY 227, PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Consult respective department chairs for details regarding senior work.

Sociology Minor: SA 105; one 200 level course; and three elective courses in sociology, no more than one of which can be at the 100 level.

Anthropology Minor: SA 103; two courses in the "Area Studies in Anthropology" section below; two elective courses in anthropology, no more than one of which can be at the 100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SA 700) or a two-semester senior thesis (SA 710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by waiver from the department. A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental honors. To achieve honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of honors will depend upon (1) achieving a minimum of a B average in all sociology/anthropology courses, and (2) the final thesis grade: B+, honors; A-, high honors; and A or A+, highest honors.

INTRODUCTORY COURSES

Anthropology

SA 103 Selected Topics in Sociocultural Anthropology (Fall, Spring)
This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. **SOC OTH** (Mr. Stoll, Ms. Oxfeld)

SA 159 Human Origins, Culture and Biodiversity (Fall)
This course considers the origins and nature of human societies and the dimensions of human biodiversity. We will begin by discussing our hominid origins in the context of comparative primate ecologies. We will examine the emergence of modern human cultures over the past ten thousand generations, involving language, art, and religious experience as well as agricultural and urban revolutions which have transformed our social life. We will then look at problems in living populations, exploring the crucial interplay of culture and biology in human adaptation and social change. Critical study of the history of evolutionary thought will help us situate current debates on race and sexuality, as well as powerful implications of recent genetics and biotechnologies. No prerequisites—all are welcome. We will make use in the course of continuing advances in information technologies which are revolutionizing these fields. **SOC** (Mr. Eaton)

SA 160 Seminar: Primary Health-Care Interactions (Two weeks, mid-August) The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary health practice influence the health and well-being of rural Vermonters. The seminar meets intensively on a daily basis, weekends included for two weeks in mid-August. In addition to reading and participating in discussions, students will keep journals and write frequent essays. A two-day symposium involving policy makers, health educators, and medical practitioners from rural Vermont is designed to allow students to gain first-hand awareness of how medicine is practiced in Vermont, and to provide a general context for the second part of the program, the preceptorship with a Vermont physician. A grade will be given and credit awarded upon satisfactory completion of SA 161. Open to first-year students only. (Mr. Eaton)

SA 161 Primary Health-Care Preceptorship (One month: September, January, or May-June)
The continuing phase of Primary Health Care Interactions involves living in a Vermont community, typically for one month with a preceptor (mentor) who is a physician in primary care, family or general practice, or pediatrics. The preceptorship provides students with the major experiential component of the program. In addition to close monitoring of the physician's daily activities, students are encouraged to become interns in a number of volunteer settings that enable them to understand how local health care is given and received. Under the supervision of his or her physician-mentor, each student defines and engages in a specific community-health project. A daily account (journal) about the preceptorship experience is kept; an essay is submitted at its conclusion, along with a report about the community-health project. Where possible, students are encouraged to return to the site of the preceptorship for future volunteer work. Grades and two course credits will be given upon satisfactory completion of both SA 160 and SA 161. (SA 160) (Staff)

[SA/HA 170 Anthropology through the Arts] ART SOC

SA 211 Human Ecology (Spring)
Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. **SOC OTH** (Mr. Stoll)

Sociology

SA 105 Society and the Individual (Fall, Spring)
This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, and Emile Durkheim. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. **SOC** (Mr. Sasson, Mr. Garcelon)

SA/WG 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)
This course will explore the multifaceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach, we will explore theories that attempt to account for sexual inequality; theories of how gender informs language, thought, and morality; feminist approaches towards change; and the different ways in which male and female are imagined in different cultures. The course will include both Western and non-Western perspectives on feminism and gender issues. **SOC** (Ms. Nelson)

SA/WG 212 The Family in Contemporary Society (Spring)
This course will investigate the social, economic, and political forces that have brought about changes in family life

at the end of the twentieth century. We will begin by looking at various attempts to define "the family" and we will then explore a range of topics including the webs of family relationships (e.g., mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3hrs. lect/disc. **SOC USA** (Ms. Nelson)

SA 215 Sociology of Education (Spring)
In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. **SOC USA** (Ms. Nelson)

SA 252 Social Psychology (Spring)
The purpose of this course is to examine the dialectical relationship between individual "psyche" and society. We will follow changes both in society and within this discipline itself. The initial focus will thus be on the social shaping of thinking, language, action, and self as discussed by early theorists. Then we will study the social shaping of emotion, a focus emerging in the 1960s. Finally we will consider the postmodern self: the most recent reflection of society's individuals. Limited places available for students to satisfy the College writing requirement. **SOC** (Mr. Rochford)

SA 270 Cultural Studies (Fall)
This course provides an overview of recent trends and debates in the sociology of culture and cultural studies. While we will examine the classic sociological approaches to culture and ideology, the majority of the course will explore issues of popular culture as seen in the context of such rapidly expanding fields as media studies, science and technology studies, theories of race and identity, and feminist and sexuality studies. The overarching purpose of the course is to develop a critical understanding of the importance of meaning and cultural forms in the making of contemporary social and political realities. **SOC** (Mr. Fee)

SA 288 Deviance and Social Control (Spring)
This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior and deviant populations. Special emphasis will be placed on crime and criminals, but other behaviors and statuses conventionally defined as deviant, including homosexuality and physical disability, will be considered as well. Readings will include both classical and contemporary contributions to the sociological study of deviance and social control. **SOC USA** (Mr. Sasson)

THEORY AND METHOD

Anthropology

SA 302 The Research Process: Ethnography and Qualitative Methods (Fall)
The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. Three-hour research lab required. (SA 103) (SA 306 strongly recommended) **DED SOC** (Ms. DiGiacomo)

SA 306 Topics in Anthropological Theory (Spring)
This course will analyze the way that anthropological theory can contribute to our understanding of diverse cultures and societies. The objective is to provide students with a better understanding of how different theoretical approaches in anthropology can be used to illuminate various aspects of the human experience. We will be introduced both to important theorists in the history of anthropology as well as to critical contemporary theorists. (SA 103) **OTH** (Mr. Eaton)

Sociology

SA 301 The Research Process: Survey Research (CW 5) (Spring)
Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SA 105) Limited places available for students to satisfy the College writing requirement. **DED SOC** (Mr. Rochford)

SA 305 Topics in Sociological Theory (Fall)
This course will analyze the way that sociological and anthropological theory can contribute to our understanding of the social world. The objective is to provide the students with a better understanding of how various theoretical approaches in the two fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the margins of both disciplines. Limited places available for students to satisfy the College writing requirement. (SA 105) **DED** (Mr. Garcelon)

Intermediate Courses

Anthropology

SA/WG 304 Women, Culture, and Society (CW 5) (Spring)
This study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Ms. Oxfeld)

[SA 355 Race and Ethnicity]
SOC

[SA 382 Symbolic Anthropology]
SOC

SA 387 Medical Anthropology (Spring)
In this course, we will place conventional Western medicine in the wider context of other traditions of healing as a way of gaining perspective on it as a system of cultural meanings. Specific topics for discussion will include the complementary roles of patient and healer; the culturally established relation between mind and body in illness and health; the placebo effect and symbolic healing; attempts to apply anthropological knowledge to improve health care; contact between Western biomedicine and other traditions of healing; transcultural psychiatry; and Gender and illness (SA 103 or SA 159 recommended). 3 hrs lect./disc. **SOC OTH** (Ms. DiGiacomo)

Sociology

SA 307 Social Movements and Collective Action (Fall)
An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and, the factors which influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. **SOC** (Mr. Rochford)

SA 308 Sociology of Religion (CW 5) (Fall)
An analysis of classical and contemporary issues in the sociology of religion. Emphasis will be given to individual religiosity, the characteristics of religious institutions and organizations, the social functions of religion for society change, and the changing role of religion in modern society. Specific topics will include the dynamics of religious conversion and commitment; church, sect, and cult formation; the relationship of religion to other social and cultural institutions; factors influencing the rise of new religious movements; and the process of secularization. Limited places available for students to satisfy the College writing requirement. **PHL SOC USA** (Mr. Rochford)

[SA 310 Sociology of Politics and Power]
SOC USA

SA/WG 311 Sociology and Sexual Politics (CW 5) (Spring)
This course explores the shifting nature of contemporary sexual life and sexual politics in America and Western Europe, as well as the importance of theory in this enterprise. We explore perspectives on sexuality that have followed modernist sexology (e.g. Kinsey), covering such areas as scripting theory, perspectives on pornography, feminist studies, and queer theory. These topics are linked to more direct political movements around sexual suffering and domination as found in women's and lesbian/gay movements specifically. Readings may include: Butler, Foucault, Halperin, Plummer, Rubin, Seidman, William Simon, and Weeks. (SA 105 or SA 191 or SA 304) (Mr. Fee)

SA/WG 313 The Social Construction of Masculinity (Fall)
This course provides a social constructionist approach to men and masculinity. It examines men as gendered beings, and explores the interconnections between the historical, structural, political, and biographical meanings of (primary American) masculinities. Particular topics will include: gender inequality, men's relationship to feminism, the men's movement, sexuality, queer theory, the specific relationship between gay and straight men, and other specific shifts in men's lives, identities and communities. There will be several films; central readings include: R. W. Connell, Barbara Ehrenreich, Michael Messner, Mitch Duneier, Henning Bech, and a novel by Nick Hornby. (SA 105 or WS 200) **SOC** (Mr. Fee)

[SA 344 The Contemporary Metropolis: Topics in Urban Sociology]

SA 349 Mass Media and American Society (CW 5) (Spring)
We live in a social world that is increasingly crowded with media images and messages, but we are often unsure about their effects. This course will focus on both public affairs and entertainment media. We will examine the ownership and control of media outlets, the organization of media production, the ideological contents of media products, and the effects of media messages upon audiences. Our objective will be to understand better the role of the mass media in American society. Limited places available to satisfy the College writing requirement. **SOC USA** (Mr. Sasson)

SA 360 Development and Globalization: The Changing Face of the Modern World-System, 1944-1998 (CW 5) (Spring)
This course analyzes the rise of the "development" and "globalization" projects in the post-war era. In the 1950s, "devel-

opment" emerged as a code-word for building modern industrial societies and states in the former western colonies of the "Third World" and in the former agrarian empires of Russia and Asia. Since the 1980s, however, the project of developing the new states along national lines has been largely abandoned in favor of the project of "globalization," which aims to create an administrative, legal and political framework for further integrating and managing the world-system as a single economic entity. We will examine this shift by comparing processes of social change in several regions of the non-Western world, including East Asia, Sub-Saharan Africa, and the former Soviet Union. Particular attention will be paid to how changes in the "Western core" of the world system have interacted with regional processes of social change, such as the decline and collapse of Soviet socialism, to shape the emergence of the globalization project. We will conclude with a critical survey of the many social, economic, political and ecological problems plaguing the globalization project on the eve of the twenty-first century . 3 hrs. lect./disc. (SA 105 required. GG 210 recommended.) (Mr. Garcelon)

[SA/WG 390 Sociology of Women]
SOC

Area Studies

SA 321 Native Peoples of the Americas (Spring)
This course introduces students to the indigenous peoples of North and South America, from the era of the Olmecs to contemporary civil rights movements. It begins with the political economy of pre-Colombian civilizations, focusing on the connection between social stratification and religious ideology. The course proceeds to ethnographies of contemporary highland peasants, Amazonians and reservation life in the U.S. Central issues include how the native people of the Americas have been imagined by Europeans and how the resulting images of authenticity and resistance have affected their strategies to defend to themselves. **SOC OTH** (Mr. Stoll)

SA 326 Latin American Culture and Society (CW 5) (Fall)
This course explores anthropological issues in a region defined by a long history of invasion and cultural hybridization. Drawing on case material from Mesoamerica, the Caribbean and South America, including ethnographies of folk healers, peasants and urban shanty-town dwellers, we look at how anthropologists have conceptualized society and culture and how local studies contribute to understanding global problems. By analyzing the intersection of class, ethnicity, gender and national identity, the course explores debates over national character, the culture of poverty, cultural dependency, transnational culture, and immigration to the United States. **SOC OTH** (Mr. Stoll)

SA 332 Peoples and Cultures of Africa (CW 5) (Fall)
A comparative introduction to contemporary Africa from an anthropological and ethnographic perspective. Through case studies, we will consider practices of the body and self in which judgment is founded and through which social relations are experienced and understood. We will examine how these shape and express changing systems of exchange and forms of community and society. We will situate voices at the center of social life, studying oral performance, music and dance, and the printed or digitized word as cultural commentary. Finally, we will explore emergent domains of politics, studying local and geopolitical dimensions of social movements in contexts of ethnic fluidity and diversity, transnational migration, ecological stress, violence, and reconciliation. **SOC OTH** (Mr. Eaton)

SA 335 Chinese Society and Culture (CW 5) (Fall)
China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas that form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Ms. Oxfeld)

[SA 336 Indian Society]
SOC OTH

SA 337 Mediterranean Europe in the Anthropological Imagination (Fall)
This course is a survey of the ethnography of Mediterranean Europe. Cultural themes and interpretive issues to be addressed will include the concept of the Mediterranean as a culture area; economic development and underdevelopment; rural-urban linkages; social class formation and class conflict; the cultural construction of gender identities; patronage, both heavenly and earthly; mass tourism; and variations on the theme of marginality as experienced by Catalans, Basques, Gypsies, and recent migrants from north and central Africa (SA 103 recommended). 3 hrs. lect./disc. **SOC EUR** (Ms. DiGiacomo)

SA 338 Russian Society in the Twentieth Century (Fall)
This course examines Russian society in the twentieth century from a sociological perspective, focusing on the sweeping and often brutal social transformations that began with the Russian Revolution of 1905 and have continued through the present day. The principal goal of the course is to understand the collapse of Soviet communism and the highly unstable form of "political capitalism" which has emerged in the Russian Federation of the 1990s. Material on the late imperial and early Soviet periods will help us to understand the origins of Gorbachev's *perestroika*, the collapse of communism, and the Yeltsin administration's attempt to introduce a market economy through state decrees. We will examine the social history of major groups such as the peasantry and the intelligentsia; the recurrence of autocratic forms of political domination in Russia; and the relative roles of popular rebellion and intra-elite conflict in the fall of Soviet power and the rise of post-communist political capitalism. 3 hrs. lect./disc. **SOC EUR** (Mr. Garcelon)

SEMINARS

[SA 410 Sociology of Politics and Power]

SA 420 Boundaries and Belonging: Culture, Politics and Identity in Europe (Spring)
Within an increasingly consolidated European Union, Corsicans and Occitans, Scots and Welsh, Catalans and Basques mobilize to preserve their distinctiveness. At the same time, the collapse of socialism in the countries of Eastern Europe and the ongoing conflict in the former Yugoslavia pose a different set of challenges to the state and its supporting myths. In this course, we will explore the political life of European societies, focusing on the construction of collective identities from the raw materials of historical memory, language, and culture. Topics of study include political ritual and symbolism; state nationalism and the nationalism of stateless nations; and political violence in diverse places: the Basque country, Northern Ireland, and the Balkans. (SA 103 recommended) 3 hrs. lect./disc. **EUR** (Ms. DiGiacomo)

[SA 444 The Contemporary Metropolis: Topics in Urban Sociology]
USA

[SA 450 Religion and Social Change in Latin America]

[SA 471 Post-Communist Society? China and Russia]

[SA 478 Sociology of Punishment]

[SA 480 The Anthropology of Religion]

SA 485 Medical Sociology (Fall)
This course will study the delivery of health care in the United States. We will consider closely differences in access to medical service (and differences in the quality of care received) by individuals as separated by gender, socioeconomic status, and race. We will also examine current issues (e.g., the debates about universal health coverage, AIDS). (SA 105 or SA 103) (Ms. Nelson)

[SA 489 Sociology of Mental Illness]

Independent Study

SA 500 Advanced Individual Study (Fall, Spring)
Open to qualified students by waiver. (staff)

Senior Program

SA 700 Senior Essay (Fall)
Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. (staff)

SA 710 Senior Thesis (Fall, Winter)
Under the guidance of a faculty member, a senior will carry out an independent two-semester research project, often based on original data. This is normally carried out during the fall and winter terms. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. Data must be analyzed and presented in a written report of 70–80 pages, due at the end of the winter term. Superior performance will be considered for honors (see "Departmental Honors"). (staff)

Teacher Education

Director: To be announced; *Visiting Instructor:* Lisa Beck; *Assistants in Instruction:* Sandra Olivo, Judith Vaill; *Visiting Lecturer:* Mary K. Dodge

Successful completion of all the program requirements will be registered on the student's transcript as a minor. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below receive an initial license to teach in the state of Vermont. The Vermont license is recognized by the following states and the District of Columbia (some states now require a teacher competency examination, however, before licensure will be granted): Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and West Virginia.

Students interested in earning teacher licensure should notify the Teacher Education office of their interest as early as they can, preferably by the fall of the sophomore year. Students who intend to study abroad for a semester or a year should be especially careful to plan ahead, and should begin their Teacher Education program as early as their first year, if possible. Students should plan on devoting a full term (four course units) to their student teaching and their study of teaching methods.

In order to gain teacher licensure in the state of Vermont, a prospective teacher must submit a portfolio that demonstrates teaching competence with regard to subject matter, teaching strategies and skills, and professional relations. The portfolio will be reviewed periodically, and at the end of the practicum the student teacher will make an oral presentation to the Teacher Education Program Review Committee.

Requirements for Elementary Licensure (Grades K-6):

1. One term of college science, preferably in the physical sciences; or a one-term course in mathematics (highly recommended; see mathematics department for relevant courses)
2. A one-term course in child development (PY 225 Child Development)
3. A one-term course on the pedagogy of teaching reading, language arts, and the social studies at the elementary school level (TE 305)
4. A one-term course on the pedagogy of teaching mathematics and science at the elementary school level (TE 315)
5. A winter term course on the pedagogy of teaching the arts at the elementary school level
6. The professional semester: TE 404 Curriculum Development in Elementary Education (seminars/workshops in physical, health, and special education); TE 405, TE 406, TE

407 Student Teaching in the Elementary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

7. SA 215 Sociology of Education, PY 327 Educational Psychology and PY 474 Exceptional Learners are not required but highly recommended

Requirements for Secondary Licensure (Grades 7-12):

1. A major or its equivalent in a discipline that coincides with a subject taught widely in public secondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary-level licensure in the following areas: art, biology, chemistry, computer science, dance, earth science, English, French, geology, German, history and social sciences, mathematics, physics, Russian, and Spanish.

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) must complete a course dealing with geography and a course dealing with a culture or society outside North America. Students majoring in a social science must also complete the following: HI 203 United States History 1492-1861, and HI 204 United States History 1861-Present or their equivalent.

2. A one-term course in adolescent psychology (PY 216 Adolescence)

3. A winter term field experience course working as a teacher assistant in a secondary school

4. A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects (TE 320)

5. The professional semester: TE 414 Problems and Methods in Secondary Education; TE 415, TE 416, TE 417 Student Teaching in the Secondary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

6. The following foundations of education courses are highly recomended: SA 215 Sociology of Education (see course description in sociology/anthropology, PY 327 Educational Psychology, and PY 474 Exceptional Learners.

[TE/ES 302 Environmental Education: A Bioregional Approach]

TE 305 Reading, Language Arts, and Social Studies (Spring)
An examination of the processes of reading and writing, the perceptual and language skills involved, and the nature of the task confronting children attempting to gain literacy. Also an introduction to social studies curriculum. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Field work is required for those planning to teach at the elementary level. (Ms. Beck)

TE 315 The Teaching of Mathematics and Science in the Elementary School (Fall)
An examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. (Mr. Humphrey)

TE 320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall, Spring)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. (staff)

TE 404 Curriculum Development in Elementary Education (Fall, Spring)
Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health, physical, and special education will also be considered. (Corequisite: TE 405, TE 406, TE 407) (Approval required) (Ms. Dodge)

TE 405 Student Teaching in Elementary Education (Fall, Spring)
A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. (Corequisite: TE 404) (Approval required) (Ms. Dodge)

TE 406 Student Teaching in Elementary Education (Fall, Spring)
See TE 405. (Approval required)

TE 407 Student Teaching in Elementary Education (Fall, Spring)
See TE 405. (Approval required)

TE 414 Problems and Methods in Secondary Education (Fall, Spring)
The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415, TE 416, TE 417) (Approval required) (staff)

TE 415 Student Teaching in the Secondary School (Fall, Spring)
A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and College supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414) (Approval required) (staff)

TE 416 Student Teaching in the Secondary School (Fall, Spring)
See TE 415. (Approval required)

TE 417 Student Teaching in the Secondary School (Fall, Spring)
See TE 415. (Approval required)

TE 500 Independent Project (Fall, Spring)
(staff)

Two Winter Term Courses are Regularly Offered at Middlebury:

TE 317 Children and the Arts
A study of arts education programs at the elementary school level, this course will include the integration of the arts into the classroom curriculum, community arts resources with emphasis on the museum as a teaching resource, and children's literature with particular emphasis on the value of the arts. Students will work as interns 15 hours a week in a local program for children. This course is required for students concentrating in teacher education at the elementary level. (Ms. Beck; Ms. Olivo) Limit on enrollment: 15.

TE 327 Field Experience Internship in Secondary Education
This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as an intern. Tasks will vary but usually include observing classes, tutoring, directing small-group work, and the like. Students are required to be in the school five mornings per week (8:30-1:00). In addition, seminars will be held two afternoons (1:30-3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should apply for approval and return a field placement application available in the teacher education office. (Ms. Vaill) Limit on enrollment: 15.

Field Experience at DeWitt Clinton High School
(Approval required, available from Leroy Nesbitt, partnership administrator)

The Professional Semester

Admission to the professional semester is by application only. Deadline: March 15 for fall term, October 15 for spring term. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, TE 406, TE 407, or TE 415, TE 416, TE 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre-practicum course requirements, including 60 hours of field work at an elementary or secondary school. Tuition is the equivalent of the one-course special student fee charged for that semester. In addition, students will be expected to live off campus and to provide for their own housing and meals.

Prerequisites to the Professional Semester: A G.P.A. of B (may be modified for cause by the Teacher Education Program Review Committee) and demonstrated mastery of subject matter as attested by appropriate faculty member(s) in the student's major department. Satisfactory completion of required field work as attested by the teacher program staff.

The course requirements for elementary or secondary licensure must be completed, as listed above.

INTERDISCIPLINARY PROGRAMS

African American Studies

Professor: Ellen Oxfeld (sociology/anthropology); *Associate Professor:* James Ralph (history), Director; Assistant Professor: William Hart (history); Will Nash (American literature and civilization)

This program offers a minor in African American Studies to students who complete the following requirements.

(1) Two of the following core courses, designed to offer theoretical perspectives and broad background:

- AL 357 Images of Blackness and Whiteness in American Literature
- HI 371 African American History
- SA 355 Race and Ethnicity
  (this course is not specifically on African American experience, but offers a theoretical perspective on race and race relations)

(2) Two of the following courses, which are more focused explorations of a part of the African American experience:

- AL 355 African American Narrative
- AL 356 Slavery and the African American Literary Tradition
- HI 372 The Civil Rights Revolution

(3) One advanced, relevant 400-level course or an independent 500 level project.

Other appropriate courses offered during the fall and spring semesters, or during the winter term, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

American Literature and Civilization

Professors: Stephen Donadio (on leave academic year), John McWilliams (on leave academic year), Brett Millier (chair); *Associate Professor:* Timothy Spears; *Assistant Professors:* Holly Allen, Karl Lindholm, Anne Morey, Will Nash, Michael Newbury; *Visiting Lecturer:* Deborah Evans

The department offers two different majors, one in American literature and one in American civilization, each of which has its own set of requirements and its own director. The American literature major, directed by Professor Millier, provides an opportunity for the intensive study of american literature in the context of American history or of creative writing. The American civilization major, directed by Professor Allen, involves the study of a wide range of developments in American culture. Students who major in American civilization will ordinarily take courses offered by at least five different departments.

Students interested in pursuing studies in the Department of American literature and civilization should choose one of the two majors by the middle of their sophomore year. Transferring from one major to the other is permissible as long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE *(SEE "LITERATURE")*

AMERICAN CIVILIZATION

Majors in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, institutions, the arts, and general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see II) and, second, through the American civilization seminars and the senior essay or honors thesis (see IV).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Ms. Allen is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following advisers: Ms. Bellows, Mr. Hart, Mr. Ralph (history); Mr. Ferm (religion), Mr. Grindon (on leave academic year), Mr. Perry (theatre, dance, and film/video), Mr. Klyza (environmental studies); Ms. Morse (history and environmental studies); or Mr. Sasson (sociology). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fourteen courses in the three categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR

Students who entered Middlebury in the fall of 1996 or earlier have the option of following the old requirements. Consult the 1997-98 course catalog or see Ms. Allen for details.

I. Courses required of all students (seven courses)

1. HI 203 United States History: 1492-1861
2. HI 204 United States History: 1861-1960
3. AL 201 American Literature: 1620-1830
4. AL 202 American Literature: 1830-1865
5. PS 102 The American Political Regime, *or*
   PS 104 Introduction to American Political Processes
6. AC 200 Formation of Modern American Culture
7. AC 220 Topics in American Civilization, *or*
   AC 330 Studies in American Civilization

Students who receive advanced placement credit in American history will be expected to substitute a 300- or 400-level American history course for HI 204.

II. Major Field (four courses)

In addition to the seven required courses, students will choose four courses from a single department (e.g., art, history, political science, American literature) that pertain directly to American civilization. American civilization majors must fill out a form specifying the four courses in the major field. Ms. Allen must approve this form no later than the fall semester of the junior year. Students may also petition for approval of a self-designed major field. A self-designed major field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Advanced Studies (three or four courses)

1. AC 400 Junior Seminar in American Civilization (Fall)
2. AC 700 Senior Essay (Fall), or Senior Honors Thesis (Fall, Winter)
3. AC 704 Senior Seminar in American Civilization (Spring)

In considering topics for senior essays and senior theses, American civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

Note: To qualify to write an honors thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization: Students may minor in American civilization by taking the following courses: AC/AL 150 or AC 103, AC 200, AL 202, AC 220 or AC 330, AC 400 and AC 704.

COLLEGE WRITING PROGRAM

When offered, AC 103 satisfies the College writing requirement.

AC 103 Technology and the American Imagination (CW) (Spring)
This course explores the influence of various technologies on American life and culture. Topics range from the imaginative consequences of mechanization in the nineteenth century, to the impact of automobiles and radio on an emerging mass culture, to Cold War anxieties about nuclear war, and finally to current debates surrounding the Internet and other computer technologies. Course materials will span a range of disciplines, including literature, history, film, television, and popular music. (Ms. Allen)

AC/TH 130 Film Form and Film Sense (Fall)
See Department of Theatre, Dance, and Film/Video listings for description. **ART USA** (Ms. Morey)

[AC/TH 132 The American Horror Film]

[AC/TH 134 American Film Genres]

AC/AL 150 Introduction to American Literature and Civilization (Fall)
See Department of American Literature listings for description. **LIT HIS USA** (Mr. Spears)

AC 200 Formation of Modern American Culture (Fall)
This course will introduce students to the study of American culture. Our study will begin with the Centennial Exposition in 1876 and end with the Bicentennial celebration in 1976. We will explore several topics, including the role of race, class, and gender in shaping American identity, as well as the impact of popular culture, mass media, technology, and social reform on American life. We will read such writers as Gilman, DuBois, Fitzgerald, Vonnegut, King, and Friedan. Screenings will include *Birth of a Nation, Modern Times, The Amos 'n' Andy Show,* and *Marathon Man.* Required of all American civilization majors beginning with the class of 2001. **HIS USA** (Ms. Allen)

[AC/HA 207 American Painting: 1750-1900]

AC 220 Topics in American Civilization: The Woman's Film in American Cinema (Fall)
This course will investigate the phenomenon of the "woman's film," particularly from the 1930s to the 1950s. Through historical research and close readings of film texts such as *Now, Voyager, Imitation of Life,* and *Mildred Pierce,* we will pursue the following questions, among others: Why did Hollywood choose to cater to a female audience during this period? What were the narrative and institutional relationships between women's magazine and book publishing and the film industry? What kinds of narratives lend themselves to treatment as suitable subjects for a woman's film? Are there particular narrative modes, such as melodrama, that characterize the genre? **HIS USA** (Ms. Morey)

AC/TH 231 Film History (Spring)
See Department of Theatre, Dance, and Film/Video listings for description. (Staff)

AC/TH 233 Masterworks of American Cinema (Fall)
See Department of Theatre, Dance, and Film/Video listings for description. **ART USA** (Mr. Perry)

AC/TH 236 Television & American Culture (Spring)
See Department of Theatre, Dance, and Film/Video listings for description. **HIS USA** (Ms. Morey)

[AC/TH 238 Film Noir]

[AC/TH 242 Film Comedy]

[AC/HA 314 American Landscape: 1825-1865]

AC 330 Studies in American Civilization: Baseball, Literature and American Culture (Spring)
The tradition, history, and oral flavor of baseball renders it ideal for examining particular American myths. This course will not celebrate scratching and spitting, nor will it promulgate rhapsodic effusions on baseball's metaphoric qualities; rather it will be a rigorous examination of certain aspects of American culture, including issues of race, social class, and celebrity, through the national pastime and the literature it has generated. **LIT USA** (Mr. Lindholm)

AC/HI 373 History of American Women (Spring)
A survey of women's experience and changing ideas about gender since the early nineteenth century. Paying close attention to class, racial, ethnic, and religious differences among women, we will study the impact of industrialization, immigration, urbanization, and war on women's public roles, work patterns, familial obligations, and sexual practices. To appreciate women's roles as agents of social change, we will analyze women's activism in various social and political movements, from abolitionism to socialism to the New Right. The course will ask students to consider the ways in which using gender as a category of analysis transforms our interpretations of modern U.S. history. **HIS USA** (Ms. Allen)

AC 400 Seminar in American Civilization (Junior Year): The Body in American Culture (Fall)
This course explores how the human body has been viewed, exhibited, and objectified in American culture from the mid-nineteenth century to the present. We will consider the body's function as a site for the construction of meanings based on gender, race, sexuality, nationality, and class. We will also consider the body's relationship to evolving discourses of pornography, disability and disease, technology, and corporal punishment. Course materials will span a range of disciplines, including art, literature, history, film, and popular music. Throughout the semester, we will pay particular attention to the kind of interdisciplinary inquiry demanded by the American civilization major. (Ms. Allen)

AC 400 Seminar in American Civilization (Junior Year): Sexuality and Selfhood (Spring)
This course explores the cultural and historical meanings of sexuality in the United States. Sources will include diaries, fiction, social scientific documents, contemporary scholarly work, and forms of visual art. Topics likely to be considered in their historical contexts include pornography, prostitution, and the invention of categories such as "homosexual" and "heterosexual." We will be concerned throughout to understand the relations of social power implicit in and created by particular kinds of sexual representations, practices, and prohibitions. Throughout the semester, we will pay particular attention to the kind of interdisciplinary inquiry demanded by the American civilization major. (Mr. Newbury)

AC 407 The Art and Language of the Civil War (Fall)
The course will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings of Winslow Homer and Frederic Church, the poetry and prose of Walt Whitman, the photographs of Matthew Brady, and the political writings of Abraham Lincoln. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. (Mr. Wilson)

[AC/HA 408 Knickerbocker New York]

AC 500 Independent Study (Fall, Spring)
(Select project adviser prior to registration.)

AC 700 Senior Essay/Senior Thesis (Fall, Winter)
For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. (Select project advisor prior to registration.)

AC 704 Seminar in American Civilization (Senior Year) (Spring)
The topic for the spring of 2000 to be determined in the fall of 1999 by Ms. Morey and the senior American civilization majors. (Open to non-majors with waiver from instructor.)

PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Glenn Andres (history of art and architecture); Richard Arthur (philosophy), Thomas Beyer (Russian), Robert Churchill* (geography), Raymond Coish (geology), John Elder* (English and environmental studies), James Larrabee (chemistry), John McWilliams (American literature and civilization), David Napier (sociology/anthropology), Andrea Olsen (theatre, dance, and film/video), Bruce Peterson (mathematics and computer science), Kirsten Powell (history of art and architecture), Robert Prigo (physics), David Rosenberg (political science), Sallie Sheldon (biology), Stephen Trombulak* (biology and environmental studies), Christopher K. Wilson (humanities), Richard Wolfson (physics); *Associate Professors:* Alison Byerly (English), Christopher McGrory Klyza* (political science and environmental studies), Patricia Manley (geology); *Assistant Professors:* Daniel Bedford (geography), Rebecca Gould (religion), Heidi Grasswick (philosophy), Kimberly Hannula (geology), John Isham (economics), Thomas Kelly (economics), Andrea Lloyd (biology), Kathryn Morse* (history), Peter Ryan (geology), Kathy Skubikowski (English), David Stoll* (sociology/anthropology); *Visiting Assistant Professor:* Judith Layzer (political science), David Weis (chemistry and biochemistry); *Lecturers:* Nan Jenks-Jay* (environmental studies), Don Mitchell (English), Jim Northup (environmental studies); *Visiting Lecturer:* David Bain (English); *Assistant-in-Instruction:* Vickie Backus (biology), Mary Gaudette (environmental studies)

**Steering Committee*

The field of environmental studies (ES) explores the relationship between humans and their environment. Students pursuing the ES major work in a variety of disciplines, including biology, chemistry, economics, geography, geology, literature, the performing arts, philosophy, political science, religion, and sociology. The Program in Environmental Studies is designed to provide students an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as to provide in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, such as environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one, fully equivalent to most joint majors. Students who have not made a significant start on the requirements by the end of the sophomore year should not plan on majoring in environmental studies. It is strongly recommended that interested students consult with the director or another member of the Steering Committee before declaring a major in ES.

Required for the Major in Environmental Studies: The ES major is composed of course work in four areas: (1) a set of core courses to be completed by the end of the junior year, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Except for transfer students, the core courses must be taken at Middlebury College. A maximum of two courses taken off campus may be credited toward completion of the focus. A maximum of two courses taken off campus may be credited toward completion of cognates. All such off-campus courses must be approved by the student's adviser. This restriction applies to classes taken at the Center for Northern Studies. It does not apply to students taking the international environmental studies focus.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in environmental chemistry, environmental geology, geography, or international environmental studies automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

There is no minor in environmental studies.

Program Honors: Seniors may pursue an independent honors project by taking one or more semesters of ES500 followed by one semester of ES700. With prior approval from the director, a 700 project or its equivalent in another department may also qualify an ES joint major for program honors in environmental studies. Joint majors may also need to satisfy additional requirements for honors based on the criteria set by the non-ES discipline of their joint major. Students who are joint majors should discuss their honors requirements with their advisers. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the humanities, natural sciences, and social sciences, as well as basic approaches critical to understanding human interactions with the environment. All of these core courses must be completed by the end of the junior year.

ES 112 Natural Science and the Environment
BI 190 Ecology
PS/ES 211 Conservation and Environmental Policy
EL/AL 215 Visions of Nature (formerly EL/AL 113) *or*
FS 014 Imagining Nature
GG 320 Geographic Information Systems *(required beginning with the Class of 2001)*

Note: Only those students who have completed all five of the core courses are eligible to enroll in ES 401 or to sign up for ES 700.

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. With the exception of the international ES focus, no more than two courses taken off campus can count in the focus. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of three broad groupings.

Environmental Science

Conservation Biology: BI 195; five of the following courses, of which two must have a significant field work component: BI 201, BI 202, BI 203, BI 302, BI 304, BI 310, BI 323, BI 390, BI 395, BI 490, BI 492, and ES 360.

Environmental Chemistry: CH 103; CH 104 or CH 107; CH 241; CH 242; CH/GL 283; a 300 or 400-level CH course (excluding CH 400); and an at least one-semester independent study project in CH or ES. Students may place out of CH 103, but must take an additional 300 or 400-level CH course (excluding CH 400). See the description of the chemistry major for more information on placement (This focus qualifies students for joint major status.)

Environmental Geology: Five courses from geology at the 100-300 levels (at least four of which must be at the 200-300 levels); one course at the 400 level; two units of GL 700. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: EC 155; EC 210; EC 255; EC 265; EC 465; one course from among EC 325, EC 425, EC 428, EC 429, and EC 444.

Geography: GG 100, GG 150, GG 310, GG 340; two courses at the 200 level; a 400-level seminar; the senior oral examination in geography. Students interested in northern studies should pursue this focus. (This focus qualifies students for joint major status.)

Human Ecology: SA 103; SA 211; SA 301 or SA 302; three courses from among GG 206, GG 210, GG 211, SA 159, SA 307, SA 321, SA 355, SA 360, SA 382 and SA 387; SA 700 or SA 710.

U.S. Environmental Policy: EC 155; EC 265; EC 210 or MA 106 or PY 201; two courses in American politics at the 200-300 level or PS 214 and one course in American politics at the 200-300 level; PS 421.

Environmental Perspectives

Religion, Philosophy, and the Environment: RE 295; GG 206; either RE 395 or PA 356; an additional four courses chosen from among RE 190, PA 205, PA 206, PS 421, and any 300-400 level course in philosophy or religion with approval of the adviser; at least one semester of independent study related to the focus.

Environmental History: HI 222; two history lecture courses in chosen area of study at 200-300 level (U.S., Europe, Russia, Latin America, Asia, Africa/Middle East); for those studying U.S. history, one of these courses must be at the 300 level; one history readings course in chosen area; one history writing and research seminar or HI 500 in chosen area; one course chosen from among: HA 250, HA 314, RE 120, RE 130, RE 150, RE 160, RE 220, RE 221, RE 225, RE 295, RE 320, RE 327, RE 371, RE 395, or one literature course at 200-300 level in chosen area of study; one course chosen from among: GG 206, PS 214, PS 421, SA 211, SA 321.

Environmental Nonfiction: EL 170; EL 203 or LI 101 or AL 103; AL 202; two semesters of Level Two writing workshops, with either EL 360 or EL 365 repeatable by permission of the instructor; two terms of EL 701.

International Environmental Studies: This focus is based on the IS major (see international studies section for full description). Students take two IS core courses, language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. Students doing this focus are required to take only one ES cognate course (a laboratory course at the 200 level or above). (This focus qualifies students for joint major status.)

Literature: EL 203 or LI 101 or AL 103; EL 204; AL 202; two courses chosen from among EL 207, EL 213, EL 214, EL 300, AL 203, AL 204, AL 306, AL 340, and AL 355; EL 319 or EL 320 or EL 321; EL/ES 352, AL/EL 315, or another literary seminar.

III. Cognate Courses: For students in the class of 2000, three of the following courses are required, with the restrictions that (1) at least one course must be above the 100 level; (2) students focusing in an environmental science (biology, chemistry, or geology) must take all three of their cognates outside of the natural sciences; (3) students focusing in an area other than environmental science must take two of their three cognates as natural science courses with laboratory (these courses are in addition to ES 112 and BI 190); and (4) courses in a student's focus or focus department cannot count as cognates.

Beginning with the Class of 2001, two of the following courses are required, with the restrictions that (1) students focusing in an environmental science (biology, chemistry, or geology) must take both of their cognates outside of the natural sciences; (2) students focusing in an area other than environmental science must take both cognates as science courses with laboratory (these courses are in addition to ES 112 and BI 190); and (3) courses in a student's focus or focus department cannot count as cognates.

Not all of these courses are offered each year; check with the relevant department to determine course offerings. Laboratory courses are followed by (L).

AL 202 American Literature: 1830-1865
AL/EL 315 Wordsworth and the American Poetic Tradition
BI 302 Vertebrate Natural History (L)
BI 304 Aquatic Ecology (L)
BI 323 Plant Ecology (L)
BI 390 Advanced Ecology
BI 490 Plant Ecology Seminar
BI 492 Conservation Biology Seminar
CH 103 Fundamentals of Chemistry I (L)
CH 104 Fundamentals of Chemistry II (L)
CH/GL 283 Environmental Geochemistry (L)
EC 265 Environmental Economics
EC 465 Special Topics in Environmental Economics
EL 214 The Pastoral

EL/ES 352 Wordsworth and Basho
EL 365 Workshop for Nature Writers
ES 360 Environmental Science Practicum (L)
GG 150 Physical Earth Processes (L)
GG 206 Human Impact on the Global Environment
GG 210 Geography of Development *or*
GG 211 Economic Geography
GG 216 Geography of Health and Medicine
GG 250 Arctic and Alpine Environments (L)
GG 254 Weather and Climate (L)
GG 256 Water Resources Geography (L)
GG 320 Geographic Information Systems (L)
GL 112 Environmental Geology (L) *or*
GL 170 Dynamic Earth (L)
GL 161 Elements of Oceanography (L)
GL 201 Bedrock Geology of Vermont (L)
GL 205 Mineral and Energy Resources (L)
GL 251 Geomorphic Processes (L)
GL 255 Surface and Ground Water (L)
GL 352 Quaternary Geology (L)
HA 250 The History of Landscape Photography
HA/AC 314 The American Landscape: 1825-1865
HI 222 Introduction to Environmental History
HI 406 Readings in American History: American Environmental History
MA 106 Introduction to Statistical Science *or*
EC 210 Economic Statistics *or*
PY 201 Psychological Statistics
PA 206 Contemporary Moral Issues
PA 214 Science and Society
PA 356 Philosophy and the Environment
PH 109 Newtonian Physics (L)
PH 110 Electricity and Magnetism (L)
PS 214 International Environmental Politics
PS 310 American Public Policy
PS 421 Perspectives on the Environmental Movement
RE 295 Faith, Freedom, and Ecology
RE 395 Religion, Ethics, and the Environment
SA 211 Human Ecology
SA 321 Native Peoples of the Americas
TH 277 Body and Earth

In addition, students may take (1) any winter term course listed as an environmental studies course; (2) the Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as two cognates); or (3) the Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates). Other off-campus programs may count as one or more cognates with prior approval of the student's adviser.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdisciplinary work. Under special circumstances, students may be allowed to take this course in their junior year.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ES 500 Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ES 500.

Honors Program: Seniors may enroll in ES 700 in order to pursue an independent honors project. See full discussion above.

BI 190 Ecology (Fall, Spring)
See Department of Biology listings for description. (fall: Ms. Sheldon; spring: Ms. Lloyd)

EL/AL 215 Visions of Nature (Fall, Spring)
See Department of English listings for description. (Formerly EL/AL 113; first-year and sophomore students have priority for this course. Juniors and seniors who need the course should obtain a waiver from the instructor.) (fall: Mr. Elder; spring: Mr. Mitchell)

ES 112 Natural Science and the Environment (Fall, Spring)
We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. (First-year and sophomore students have priority for this course.) (Mr. Ryan, Ms. Gaudette, Mr. Weis)

ES/PS 211 Conservation and Environmental Policy (Fall)

ES 211 Conservation and Environmental Policy (Spring)
An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy; (2) the foundations of the U.S. political and economic systems as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the environmental/natural resources policy area. (First-year and sophomore students have priority for this course. Juniors and seniors who need the course should obtain a waiver from the instructor.) **SOC USA** (fall: Mr. Klyza; spring: Mr. Isham)

ES 305 Environmental Policy Practice (Fall, Spring)
This course is an independent study program based on work at the Sierra Club's Northeast Regional Office in Saratoga Springs, New York. The course is designed to give the student practical experience in the workings of the environmental policy process. A substantial research paper based on the student's experience at the Sierra Club is required. This course must be taken in conjunction with ES 306. ***Note:*** Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (ES major, PS/ES 211 and by approval) (staff)

ES 306 Directed Readings in Environmental Policy (Fall, Spring)
This course, which must be taken in conjunction with ES 305, is a directed-readings course designed to enhance the student's understanding of the policy process in action. The student will do substantial reading on such topics as the role of interest groups in the political process, the connection between public interest groups and their constituents, understanding the workings of Congress, and the role of the media in the policy process. This course will supply the theoretical foundation to complement the more practical understanding developed in ES 305. Note: Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (ES major, PS/ES 211 and by approval) (staff)

ES 360 Environmental Science Practicum (Spring)
The focus of this course is on a group research project designed to answer a specific question in the environmental sciences that involves integration of information and techniques across the disciplines of biology, chemistry, geology, and physics. The specific project will change from year to year, but may include investigation of questions related to water quality, soil chemistry, and forest ecology. The goals will be to gain experience with the skills necessary to conduct research in the environmental sciences, acquire a practical understanding of the interdisciplinary nature of environmental science, and develop an appreciation for the power of scientific methodology to answer questions about the environmental effects of human activities. 3 hrs. disc., 3 hrs lab (ES 112, plus at least one introductory lab course in either biology, chemistry, geology, or physics) (Ms. Gaudette)

ES 401 Environmental Studies Senior Seminar (Fall, Spring)
A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a major individual research project. (Senior standing; ES 112, BI 190, PS 211, and EL/AL 215, formerly EL/AL 113) (fall: Mr. Northup, Mr. Elder; spring: Ms. Gould)

ES 500 Independent Study (Fall, Winter, Spring)
A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. (Staff)

ES 700 Senior Honors Work (Fall, Winter, Spring)
The final semester of a multi-semester research project on a topic pertinent to the relationship between humans and the environment. (Previous semesters of work would have been conducted as ES 500 Independent Study projects.) The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ES faculty and students in a public forum. (Senior standing; ES 112, BI 190, PS/ES 211, EL/AL 215, and ES 500) (Staff)

GG 320 Geographic Information Systems (Fall, Spring)
See Department of Geography listings for description. (Mr. Churchill)

INDEPENDENT SCHOLAR PROGRAM

The Independent Scholar Program is designed to meet the needs of outstanding students with clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program.

The IN 800 thesis is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible IN 800 projects at the time that they submit their proposals. Students are able, however, to change the topic of their IN 800 project in order to respond to new interests and information learned during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. Considerable flexibility exists in the choice of thesis projects. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: Independent scholars must meet minimum G.P.A. requirements in order to be eligible for honors. Honors will be determined on the basis of course grades and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: highest honors, A+; high honors, A-; honors, B+.

INTERNATIONAL MAJOR

(Program available to students through Class of '02 only)

Adviser: David Macey (Professor of History, Director of Off-Campus Study)

Middlebury's international major allows students to combine the study of a language with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. The international major is a three-year B.A. program, requiring two academic years at Middlebury, a year at one of the Middlebury Schools Abroad or other approved program, and two summers at one of the Language Schools. It is designed for highly qualified and focused students who wish to accelerate their studies while achieving greater language proficiency and a broader international perspective. Departments and programs participating in the international major include: Chinese, French, German, Italian, Japanese, Russian, Spanish, economics, geography, history, history of art and architecture, international studies, political science, and sociol-

ogy/anthropology. Entering students in classes after 2002 may accomplish the same or a similar program through the international studies major. For further information, please visit the international major Web site at http://www.middlebury.edu/~inm or the international studies major Website at ~im

Program in International Studies

Students who want to take advantage of Middlebury's strengths in the international arena can choose to pursue a major in international studies or in international politics and economics. The two have much in common: they share many of the same faculty, receive support for cocurricular activities from the same sources, and share many of the same goals. Both require, although to differing degrees, interdisciplinary learning, study abroad, language study, senior work, a regional focus, disciplinary depth, and exposure to trans-regional and/or global phenomena, concepts and theories. There is, however, a difference in emphasis: International studies majors spend a proportionately greater effort on gaining an understanding of a particular culture, while IP&E majors place more stress on the theoretical and thematic study of global affairs.

The (re)establishment of IP&E as an autonomous major affects those IS/IP&E students in the classes of '00 and '01 who choose to switch to the "new IP&E"and all IP&E students in the class of '02 and after. IS/IP&E students in the classes of '00 and '01 who decide not to switch are free to complete the "old" requirements (see below) but should note that EC240 will be offered for the last time in '99/'00. Current and prospective IP&E students should review the"new" requirements with their adviser and/or the program director.

International Studies Major

Our faculty is drawn from the following departments: Chinese, classics, economics, environmental studies, French, geography, German, history, history of art and architecture, Italian, Japanese, philosophy, political science, religion, Russian, sociology/anthropology, Spanish, and theatre, dance, and film/video. Director: Neil Waters (history); Area program directors: East Asian studies: Carole Cavanaugh (Japanese); European studies: Edward Knox (French); international politics and economics: TBA; Latin American studies: Darien Davis (history); Russian and East European studies: David Macey (history)

Mission: The international studies major provides a carefully constructed blend of language, regional, disciplinary, and global courses that, together with study abroad (wherever possible in the language of emphasis), seeks to impart to students a deep understanding of a specific geographic region, as defined primarily by language, as well as its place within an interdisciplinary and transnational context.

In pursuit of this mission, the major is designed to ensure that all IS majors graduate with (1) advanced competency in a language taught at Middlebury, sufficient to read scholarly materials and engage in complex interaction with native-speaking professionals in their field of concentration. This involves study abroad and senior work using the language on return to Middlebury; (2) broad exposure to the historical and cultural heritage of their region of focus; (3) solid grounding in one or more of the liberal arts disciplines other than language; and (4) some understanding of the transnational and global context in which their region of focus interacts.

In the aggregate, international education in a liberal arts context should encourage students to transcend the confines of their own backgrounds and upbringing, apprehend the world through others' eyes, and in the process achieve a deeper understanding of themselves and their place within their own cultures. These transformations are prerequisites for living and working effectively in an increasingly interdependent world.

Courses and Requirements

Students who major in international studies share elements at the beginning and the end of their college careers, with core courses and a senior seminar program. Students also have a wide variety of choices within the curriculum. They must specialize in one of the five programs that make up the major: East Asian studies, European studies, international politics and economics, Latin American studies, and Russian and East European studies. In addition, students must specialize in one of the traditional liberal arts disciplines, achieve proficiency in one of the languages Middlebury teaches, and study abroad, preferably for a year but at least for one semester. The minimum requirements for the major in international studies which follow apply to all IS majors, except where specific area studies programs or departments indicate otherwise in the detailed descriptions at the end of this entry.

General Requirements

The International Studies Core: Two introductory courses in international studies selected from among specially designated first-year seminars: Introduction to the World Economy (EC 140), Introduction to Comparative Politics (PS 103) or International Politics (PS 201), Introduction to Anthropology (SA 103), In the Footsteps of Alexander the Great (HI 101) or History Across Frontiers (HI 102), World Regional Geography (GG 110), or Reading Literature (LI 101). New core courses will be added as this major develops.

Language Study: Students must become proficient in one of the languages that Middlebury teaches. Individual language departments determine what level of study constitutes proficiency, and students will be expected to do advanced work in the language that they study. All majors must take at least one advanced course in the language of study upon returning from abroad and will be encouraged to take more than one advanced course.

Area Specialization: Students must take at least three courses (in three different departments) in one of the major's four areas of geographical focus. (See detailed descriptions below.) Students are strongly encouraged to take at least two of these area courses before they study abroad.

Disciplinary Specialization: Students will take at least five courses within a single discipline designed to introduce them to its key concepts and methods, as well as prepare them to do advanced work in it. (See detailed descriptions below.) Within a student's disciplinary specialization, at least one of these five courses must be an upper-level seminar and at least two of the courses should have substantial content on the geo-

graphical area of specialization. Where possible, such combined disciplinary/area courses should be taken on the Middlebury campus.

Study Abroad: Students must study abroad for at least one semester (and preferably for a year) on a Middlebury-approved study abroad program in their region of focus. Students must receive the approval of the relevant departments and the program director to receive major credit for courses taken abroad.

Senior Program: (1) A senior seminar that is thematic, interdisciplinary, cross-regional, and team-taught. A list of these seminars will be made available each year. (2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. Students may also elect to write a thesis during their senior year. Students doing a two-semester thesis may elect to have the seminar requirement waived.

Honors: Honors will be awarded to students with at least a 3.3 average in area studies courses and a grade of B+ or better on the thesis; high honors will be awarded to students with at least a 3.5 average in area studies courses and a grade of A- or better on the thesis; and highest honors will be awarded to students with an average of 3.7 or better in area studies courses and a grade of A on the thesis.

Area Specializations

East Asian Studies:

Regional Specialization: For students who elect to learn the Japanese language, four non-language courses (at least three of which must focus predominantly on Japan). One of these must be a social science course; one must be a course in art history, literature, philosophy, or religion; and one must be a 200-level course in Japanese history with HI 235 strongly recommended.

For those students who elect to learn the Chinese language, four non-language courses (at least three of which must focus predominantly on China) one of which must be a social science course; one of which must be a course in art history, literature, philosophy, or religion; and one of which must be a 200-level course in Chinese history with HI 231 strongly recommended.

Among the courses that can fulfill this requirement are: CS 130, CS 216, CS 220, CS 225, CS 340, CS 250, EC 425, EC 426, HA 103, HA 217, HA 222, HA 224, HI 231, HI 232, HI 235, HI 236, JA 216, JA 220, JA 237, JA 320, JA 325, JA 350, PS 220, RE 120, RE 220, RE 221, RE 222, RE 225, RE 320, SA 335.

Disciplinary Specialization: Five courses or more in a single department. At least one of these courses must be a methods course, a theory course, or a 400-level seminar. At least two courses must be in East Asia.

Senior Program: In addition to requirements (1) and (2) of the general requirements for the senior program (above), a two-semester senior thesis or a one-semester senior essay in the discipline the student has elected for his or her focus. Students doing a two-semester thesis may elect to have the seminar requirement waived.

European Studies:

Regional Specialization: Four courses with exclusive or primarily European content, in three different departments. Among the courses that can fulfill this requirement are CL 121, CL 141, CL 150, CL 151, CL 152, FR 210, FR 221, FR 230, FR 330, FR 333, FR 350, FR 385, FR/TH 241, GG 223, GN 310, GN 311, GN 312, GN 313, GN/TH 314, GN 321, GN 330, HA 200, HA 201, HA 202, HA 205, HA 212, HA 213, HA 216, HA 221, HA 250, HA 302, HA 303, HA 304, HA 312, HI 103, HI 242, HI 243, HI 244, HI 245, HI 246, HI 341, HI 349, HI 350, HI 353, HI 354, IT 251, IT 252, IT 291, IT 292, IT 294, IT 296, IT 353, IT 354, IT 355, PA 201, PA 205, PS 225, PS 226, PS 228, PS 317, PS 324, PS 333, SA 105, SA 337, SP 304, SP 306, SP 371, SP 374, TH 332. To fulfill this requirement, one course must be taken in history and one course must be taken in the social sciences division.

International Politics and Economics:

Requirements for "old" IS/IP&E major:

IS/IP&E students in the classes of '00 and '01 are free to complete their studies under the "old" guidelines. Students who do this must choose to concentrate in either political science (PS) or Economics (EC). Those concentrating in economics will take at least seven courses in the economics department and at least four in political science. Those concentrating in political science will take at least seven courses in political science and four in economics, as follows:

IS/IP&E/EC students: EC150, EC155, *EC210, EC340, two of *EC211, *EC250 and *EC255, one *400-level seminar in international or development economics, *PS103, *PS201 and two PS electives in comparative politics or international relations, one of which must be a *400-level seminar.

IS/IP&E/PS students: PS101 or PS107, *PS103, *PS201, three PS electives in comparative politics or international relations, one *400-level PS seminar in comparative politics or international relations, EC150, EC240, *EC250 and one *400-level seminar in international or development economics.

In addition, all IS/IP&E majors take the rest of the General IS Requirements listed above (core, language study, regional specialization, study abroad, senior program).

International Students: The requirement to spend a semester or year abroad may be waived for international students. Those international students who are in the process of learning English as a foreign language while at Middlebury also may be excused, by their advisers, from the requirement to develop competence in a second foreign language. Those students who are excused from taking a second foreign language must complete an additional set of four courses relating to a global issue. The set of courses must be chosen in consultation with the student's adviser and must be approved by the director of the IP&E program.

Senior Program: Economics senior seminars available for IP&E majors: EC 425, EC 430, EC 431, EC 444, EC 445, EC 450, EC 475, EC 480. Political science senior seminars available for IP&E majors: PS 403, PS 404, PS 405, PS 407, PS 408, PS 412, PS 415, PS 424. Check for course updates before registration. Students who elect to write a senior thesis are exempt from taking the 400-level seminar in their minor field of concentration (i.e., those concentrating in political science do not have to take the 400-level economics course and vice versa), although they are strongly encouraged to do so.

Honors: Eligibility for honors requires at least at B+ on the thesis and at least a 3.0 average in Middlebury political science and economics courses. High honors will be awarded to students with at least a 3.3 average in Middlebury political

science and economics courses and a grade of A- or better on the thesis. Highest honors will be awarded to students with at least a 3.7 average in Middlebury political science and economics courses and a grade of A or A+ on the thesis.

Latin American Studies:

Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: EC 225, HI 285, HI 286, PS 223, PS 230, PS 303, PS 335, SA321, SA 326, SP 305, SP 311, SP 313, SP 322, SP 325, SP 363. At least one of these courses must be in the history department, and students are encouraged to take both HI 285 and HI 286.

Russian and East European Studies:

Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: EC 230, EC 330, GG 222, HI 247, HI 248, PS 227, PS 228, RU 151, RU 152, RU 251, RU 351, RU 352, RU 354, SA 338.

Joint Majors

International studies students can take a joint major with one of two other interdisciplinary programs: environmental studies and women's and gender studies. The requirements for these majors are as follows:

Joint major with Environmental Studies: Joint IS/ES majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: Two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/ES joint majors will take all five ES core courses (ES112, EL/AL 215, BI190, GG320, ES/PS211), one cognate course (see catalog section on Environmental Studies for a list of these courses), and ES401.

Joint major with Women's and Gender Studies: Joint IS/WG majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: Two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/WG joint majors will take two introductory WG courses (from among WG/SA191, WG/EL114, FR120, WG/GN 121); WG200; three WG courses above the 100 level, one of which must have a cross-cultural focus (preferably in the region of focus); and WG 400. Students pursuing this joint major are strongly encouraged to develop some depth of study in a single discipline.

Disciplinary Specializations by Department:

Chinese: CS130 or CS216 ; CS220 or CS340 ; one course in Chinese poetry, film, culture or other genre from among CS225, CS/TH250, or other courses, as offered; CS360; and either CS425 or CS475.

Economics: EC 150, EC 155, EC 250, EC 255 one 200- or 300-level elective on the region of specialization; and one senior seminar in international or developmental economics.

Film/Video: TH 130, TH 231, TH 232 or TH 330, TH 135 or TH 240, and one course offered on a foreign language cinema as available.

Geography: GG 110, GG 206 or GG 210, GG 214 or GG 215, GG 310 or GG 320; one regional course chosen from GG 220, GG 222, or GG 223; and a 400-level seminar.

History: (1) A 100-level course (outside the IS core) taken at Middlebury; (2) two regional courses above the 100-level, other than the 400-level research seminar (where feasible, these should be taken at Middlebury; where not, they can be taken abroad); (3) a course outside the regional focus; (4) a 400-level research seminar normally taken in the junior or senior year (this seminar, which will be in one of the regions covered in the major, must be taken at Middlebury; students may substitute a two-term senior thesis for the research seminar).

History of Art and Architecture: For those students who elect to take an IS senior seminar:

1. One of the following: HA 101, HA 103, HA 104, HA 110 or HA 111; plus four additional courses at the 200 level or higher (two of which should be in the region and one outside the region of specialization).

2. For those students who elect to write a two-semester senior thesis under the auspices of history of art and architecture: One of the following: HA 101, HA 103, HA 104, HA 110 or HA 111; plus four additional courses at the 200 level or higher (two of which should be in the region and one outside the region of specialization); plus HA 700, HA 710, and HA 711.

Japanese: JA216, JA220, JA/TH237, JA320, and JA350. Students may substitute one course taken while studying on an approved program in Japan.

Literature and Culture:

French: Two courses from FR 210, FR 221, and FR 230; three at the 300 level (taken at Middlebury or in Paris); plus a senior-year course.

German: Any five courses at the 300 level, up to four of which may be taken at Mainz, plus GN 700.

Italian: IT 251; IT 252; one from IT 353, IT 354, IT 374 (Florence), IT 330 (Florence), IT 346 (Florence); one from IT 355, IT 376 (Florence), IT 332 (Florence), IT 344 (Florence); and one 400-level course.

Russian: RU 151, RU 152, three others (taken either at Middlebury or in Russia), and RU 704.

Spanish: (1) For Latin American literature/culture: SP 219, SP 305, SP 307, and one upper-level 300- and one 400-level course on Latin America. SP 219 and the 400-level course must be taken at Middlebury. (2) For Spanish literature/culture: SP 219, SP 304, SP 306, and one upper-level 300- and one 400-level course on Spain. SP 219 and the 400-level course must be taken at Middlebury.

Philosophy: PA 150; PA 180; and one course from each of the following areas: (1) ethics or social and political philosophy; (2) epistemology, language, metaphysics, and science; (3) history of philosophy; plus a seminar (to be taken spring of junior year or fall of senior year).

Political Science: PS 103 and PS 201; one course from PS 101, PS 102, PS 104, PS 107; two other courses at the 200 or 300 level from either comparative politics or international

relations and foreign policy categories (could include two in the region); plus 400-level seminar in one of these categories at Middlebury in junior or senior year.

Religion: At least two courses on religious traditions in the region of specialization (may be taken in programs abroad), RE 400, and senior project in religion focusing on the region of specialization.

Sociology/Anthropology: SA 103, SA 105, SA 301 or SA 302, SA 305, or SA 306, and one 300- or 400-level course in the region which will also satisfy the seminar requirement.

International Studies Seminars

IS 445 Ethnicity, Nationalism, and the State: Voices and Responses (Spring)
This seminar will explore the nexus between ethnicity and politics from multiple disciplinary perspectives, focusing on the often overlooked differences between nationalism (allegiance to one's "nation" or cultural group) and patriotism (allegiance to one's state or political entity), and the conflicts these differences can create in multi-national states. Special attention will be paid to the origins of ethnic challenges to existing state structures, as well as to subsequent state efforts to contain ethnic strife. We will also explore the myths and realities of group identification and solidarity, and how tensions between the multiple loyalties required in the modern state system have exacerbated ethnic tension in some states and ameliorated it in others. Examples will be drawn from both the industrialized and developing worlds. (PS 103 or PS 230 or PS 324 or GG 100 or GG 110 or GG 120) *This course is equivalent to GG 445 and PS 445.* Approval only. All students seeking to register for this IS seminar must leave application for approval with Martha Baldwin in the Geonomics Building. (Mr. Liebowitz and Ms. Stanger)

IS 448 The Politics of Collective Memory after the Second World War in Asia and Europe: 1945-1995 (Spring)
The course is a comparative study of the construction of the collective memories of the Second World War in countries that were the aggressors and countries that experienced defeat and occupation in the wars in the Pacific and in Europe. Special attention will be given to West and East Germany, France, and Japan in the postwar period. The course begins with a study of the theoretical literature on the construction of collective memory and then examines the diverse ways in which societies have faced and reconciled themselves to, as well as constructed interpretations and representations of, their wartime past. *This course equivalent to HI 448 and JA 448.* Approval only. All students seeking to register for this IS seminar must leave application for approval with Martha Baldwin in the Geonomics Building. (Ms. Lamberti and Mr. Stahl)

IS 449 Imperialism and Culture (Fall)
This course examines both the culture of imperialism and the many counter-cultures under colonial and postcolonial rule. We will concentrate on the ways in which British rule in India, the Caribbean and Western Africa prompted political and cultural responses that eventually resulted in independence. A central aim will be to explore the many meanings of culture as expressed by those who sought to transform dominant colonial perspectives while enhancing more local ones. We will use literature, films, essays and histories to look at such themes as the appropriation and subversion of the English language, the success of liberation movements, and the expression of postcolonial identities. 3 hrs. sem. *This course is equivalent to HI 449 and FR 449.* Approval only. All students seeking to register for this IS seminar must leave application for approval with Martha Baldwin in the Geonomics Building by April 16. Pre-registration details will be sent by letter to all potentially eligible students by April 9. (Mr. Barrow and Mr. Knox)

[IS 451 Development and Democracy]

[IS 454 Leadership: Politics and Psychology]

IS 458 The Aesthetic Principles of Musical Theatre in Asia and Western Europe (Spring)
This course will investigate the basic elements of musical theatre (performance practice, the "balance of power" between music and text, set and costume design, movement, instrumentation, the spoken word) as they have been used in Asian and Western European cultures. Formal musical training is not a prerequisite. Students with specific knowledge of either European or Asian languages will be encouraged to study appropriate texts (e.g., operatic librettos, critical works) in the original language. Those with expertise in the social sciences will be asked to consider the historical function of opera and other musical theatre in geographic areas they have studies or visited. *This course is equivalent to IT 458 and MU 458.* Approval only. All students seeking to register for this IS seminar must leave application for approval with Martha Baldwin in the Geonomics Building. (Mr. Castronuovo and Ms. Tan)

[IS 471 Post-Communist Society? China and Russia]

IS 700 Senior Thesis (Fall, Winter, Spring)
(staff)

International Politics and Economics Major

The "new" IP&E is an autonomous major that replaces the IS/IP&E major. Students in the classes of 2000 and 2001 can choose to switch to the new IP&E if they can meet its requirements, or they can remain IS/IP&E majors under the old requirements. One of the cornerstones of the "new IP&E" is its unified twelve course curriculum—there are no economics or political science "concentrations" with separate requirements, for example, and all IP&E students must complete PS304 (International Political Economy) and EC340 (International Economics). Prospective majors should also note the (re)introduction of a modest regional requirement, the preservation of a study abroad component, the absence of "thesis for seminar" substitutions and the requirement that (at least) one of the senior seminars come from an approved list on "international political economy." While there is no senior language requirement, students are also encouraged to pursue advanced language studies.

Requirements

(1) Courses in Political Science: *PS103 (or PS230 or PS324), *PS201 or *PS311, *PS304, two electives in comparative politics or international relations, at least one of which

should concern the region of interest, and a *PS senior seminar in comparative politics or international relations.

(2) Courses in Economics: EC150, EC155, *EC340, two of EC210, EC250 and EC255 and an approved *EC senior seminar.

(At least one of the senior seminars must be concerned with "international political economy," from a list identified by the EC and PS departments).

(3) Language Study: Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad.

(4) Term or Year Abroad: Under normal circumstances, this will be completed at one of the Middlebury Language Schools or in the approved Chinese or Japanese programs. Students are encouraged to spend their entire junior year abroad.

Honors. In addition to their twelve required courses, students can choose to write a senior thesis. Honors will be awarded to students who receive at least a B+ on the thesis and a grade point average of 3.0 or more in their economics and political science courses at the College; high honors to those who receive at least an A- on the thesis and 3.3 or more in their course work; and highest honors to those who receive an A or A+ on the thesis and 3.7 or more in EC and PS courses

WOMEN'S AND GENDER STUDIES

Participating Faculty: Katherine Abbott (history of art and architecture), Holly Allen (American literature and civilization), Alicia Andreu (Spanish), Priscilla Bremser (mathematics), Alison Byerly (English), Susan Campbell (psychology), Sandra Carletti (Italian), Carole Cavanaugh (Japanese), Armelle Crouzieres (French), Deborah Evans (American literature and civilization), Cheryl Faraone (theatre, dance, and film/video), Dwight Fee (sociology/anthropology), Heidi Grasswick (philosophy), Bethany Ladimer (French), Tamar Mayer (geography), Kevin Moss (Russian), Margaret K. Nelson (sociology/anthropology), Ellen Oxfeld (sociology/anthropology), Cassandra Potts (history), Carol Rifelj (French), Walid Saleh (religion), Andrea Schaefer (English), Paula Schwartz (French), Katherine Sonderegger (religion), Regina Sweeney (history), Vanessa Van Ornam (German), William Waldron (religion), Marion Wells (English), Joanna Woos (economics)

Women's and gender studies is an interdisciplinary major program that employs gender as a basic category of analysis. Students will examine the fundamental questions raised by the scholarship on women and gender through an interdisciplinary selection of courses offered throughout the curriculum. A major in women's and gender studies addresses the intersections of gender and class, ethnicity, sexual orientation, and other constructions of difference. Women's and gender studies courses use gender to inform academic inquiry in a variety of ways. They may explore the contributions of women to society and culture in specific fields, such as literature, history, or the arts; they may focus on the position and contributions of women of color; they may use the growing field of queer theory to explore gay, lesbian, and bisexual issues. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for a Women's and Gender Studies Major: The major consists of three parts as outlined below: 1) a solid grounding in the theories and methods of women's and gender studies, 2) specialized expertise within a traditional discipline (the field requirement), 3) a non-Western requirement, and 4) senior work. The minimum requirement for the major is 10 courses; most students will require some additional courses.

1. Women's and gender studies courses (10 courses, some of which may also serve the second and third requirement below):

- Two introductory-level courses in women's and gender studies: Students must take these courses in two different academic categories as described in the college distribution requirement. They may be chosen from among the list of courses indicated below, under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)
- WG 200
- WG 400
- At least five other women's and gender studies courses in the 200-to 500- level range (in at least two different academic categories). These five courses may also serve the second and third requirement outlined below.

2. A Field: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated women's and gender studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline

3. Non-Western requirement: At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's and gender studies course.

4. Senior work: Students are required to complete a one-semester senior: essay (WG 700) or a two-semester senior thesis (WG 710) applying the methods learned in the field course work and in WG 400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers regularly during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: thesis grade of B+; high honors: thesis grade of A-; highest honors: thesis grade of A.

Minor in Women's and Gender Studies: The women's and gender studies minor will consist of five courses, including: at least one introductory course in WG from among EL/WG 114, SA/WG 191, GN/WG 121, or an appropriate first-year student seminar, with the approval of the program director; WG 200, WG 400; and two electives.

Joint Major in International Studies and Women's and Gender Studies: An approved joint major in WG and International Studies exists. Joint IS/WG majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced lan-

guage course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/WG joint majors will take two introductory WG courses (from among WG/SA191, WG/EL114, FR120, WG/GN 121); WG200; three WG courses above the 100 level, one of which must have a cross-cultural focus (preferably in the region of focus); and WG 400. All joint majors will be required to do senior work linking the two disciplines.

Other joint majors are possible. In general they will include at least seven WG courses. Please speak with Women's and Gender Studies faculty about designing such a major.

WOMEN'S AND GENDER STUDIES PROGRAM COURSES

WG 200 Foundations in Women's and Gender Studies (Spring)
We will use the interdisciplinary nature of women's and gender studies to explore three or four topics from a variety of perspectives. Our study of each topic will be informed by readings in a wide range of fields. For example, a section on women in the arts might include readings in art history, musicology, theatre and dance history, and literary theory. The course is an introduction to the entire field of women's and gender studies, as well as a detailed exploration of several important areas of our culture. **ART SOC** (Mr. Fee)

WG 223 Introduction to Gay & Lesbian Studies (Spring)
This course will provide an introduction to the interdisciplinary field of gay and lesbian studies. We will explore three topics: the construction and representation of homosexuality in history, queer culture before and after Stonewall, and queer theory. Readings will include works by Martin Duberman, Lillian Faderman, Oscar Wilde, Radclyffe Hall, Tony Kushner, Sarah Schulman, Eve Sedgwick, and Michel Foucault. 3 hrs. lect./disc. **SOC USA** (Mr. Moss)

WG/FR 225 Women and Fascism (In English) (Fall)
Like their male counterparts, individual women lived, wrote, struggled, and died in World War II Europe; like men, they both challenged and supported repressive regimes. Yet, unlike men, their social and civic roles were the subject of intense ideological debate in the "new Europe." How did women figure in state policies and programs in Germany, Italy and France? How did European women, and Jewish women, in particular, negotiate the demands of work, family, and political activism in their everyday lives? We will explore these questions in the light of recent feminist thinking using theory, memoirs, historical literature, film and fiction. **HIS EUR** (Ms. Schwartz)

WG 400 Women and Gender: Interdisciplinary Perspectives (Spring)
Open to students who have completed two introductory courses in women's and gender studies, this seminar is designed to prepare majors in the women's and gender studies program for senior work. It also serves as an advanced reading seminar for other students with course work in women's and gender studies. The class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debate over women's issues. What themes, research goals, and problems unify the work of women's and gender studies across the disciplines? How is the category of gender related to other categories of identity and/or social location? Topics may include legal and political reform, language, reason and emotion, sexuality, and visual representations of the body. (Ms. Grasswick)

WG 500 Independent Study (Fall, Spring)
(Staff)

WG 700 Senior Essay (Fall, Spring)
(Staff)

WG 710 Senior Thesis (Fall, Spring)
(Staff)

COURSES OFFERED IN DEPARTMENTS

Introductory Courses

WG/EL 114 Reading Women's Writing (Fall)
See Department of English for description. **LIT** (Ms. Wells)

[FR 120 Women Writers in France]

[WG/GN 121 Growing Up Female (in English)]

WG/SA 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)
See Department of Sociology /Anthropology for description. **SOC** (Ms. Nelson)

Appropriate First-Year Seminars

Advanced Courses

WG/EL 205 A Room of Their Own: Mothers and Daughters (Spring)
See Department of English for description. **LIT** (Ms. Schaefer)

WG/TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (Spring)
See Department of Theatre, Dance and Film/Video for description. **ART** (Ms. Faraone)

[WG/HA 209 Women in the Visual Arts]
ART HIS

WG/SA 212 The Family in Contemporary Society (Spring)
See Department of Sociology/Anthropology for description. **SOC USA** (Ms. Nelson)

AC/TH 220 Topics in American Civilization: The Woman's Film in American Cinema (Fall)
See Department of American Literature and Civilization for description. **HIS USA** (Ms. Morey)

[PA 221 Gender and the History of Philosophy]
PHL HIS EUR

WG/EC 226 Gender in Economic Studies: Liberating Economics from "Homo Economicus" (CW 15) (Spring)
See Department of Economics for description. **SOC** (Ms. Woos)

[WG/PA 234 Philosophy and Feminism]
PHL

WG/RU 255 Gender & Sexuality in Russian Culture (Fall)
See Department of Russian for description. **LIT EUR** (Mr. Moss)

WG/RE 259 Women in Islam (Fall)
See Department of Religion for description. **PHL OTH** (Mr. Saleh)

WG/AL 260 American Women Writers (Spring)
See Department of American Literature and Civilization for description. **LIT USA** (Ms. Evans)

[WG/RE 290 Women's Religious Life and Thought]
PHL

[IT 292 Contemporary Italian Women Writers (in translation)]

WG/SA 304 Women, Culture, and Society (Spring)
See Department of Sociology/Anthropology for description. **SOC OTH** (Ms. Oxfeld)

WG/PY 307 Human Sexuality (Fall)
See Department of Psychology for description. (Ms. Campbell)

WG/SA 311 Sociology and Sexual Politics (Spring)
See Department of Sociology/Anthropology for description. (Mr. Fee)

WG/SA 313 The Social Construction of Masculinity (Fall)
See Department of Sociology/Anthropology for description. (Mr. Fee)

[WG/CS 330 Women in Chinese Literature]
LIT OTH

[WG/JA 350 Gender in Japan (in English)]

[WG/EL 351 Junior Seminar: The Brontës-A Critical History]

[FR 362 Women and the Novel of the Ancien Régime]

HI/AC 373 History of American Women (Spring)
See Department of History for description. **HIS USA** (Ms. Allen)

[WG/HI 377 American Family History: 1600 to the Present]
HIS SOC USA

[WG/SA 390 Sociology of Women]
SOC

WG/RE 391 Seminar on Women and Religion: South Asian Goddesses (Spring)
See Department of Religion for description. **PHL OTH** (Mr. Waldron)

[WG/FR 395 Women's Voices from the Francophone World]

WG/HI 402 Readings in European History: Society and the Sexes (Spring)
See Department of History for description. (Ms. Potts, Ms. Sweeney)

[GG 410 Seminar in Geography of Development: Women and Development]

[GG 412 Seminar in Urban Geography: Women in the City]

WG/EL 413 The Heroine as Hero (Spring)
See Department of English for description. (Ms. Byerly)

WG/PY 420 Psychology of Women and Gender (Fall)
See Department of Psychology for description. (Ms. Campbell)

WG/SP 478 Spanish Women Writers: Expanding the Canon (Spring)
See Department of Spanish for description. (Ms. Andreu)

[SP 488 Women and Love in Medieval and Golden Age Literature]

FIRST-YEAR SEMINARS

Fall 1999 Course descriptions

FS 001 Segregation in America: Baseball's "Negro Leagues"
This course examines the African-American contribution to the National Pastime. Like so many aspects of American life, organized baseball was segregated, black and white, from the end of the nineteenth century to the mid-twentieth century. Along the way, an absorbing chronicle was written. We will learn about life in the Negro Leagues, and the great players and great teams, and consider how this sporting phenomenon reflects American values and history. Texts include Jules Tygiel's *Baseball's Great Experiment*, August Wilson's *Fences*, Jerome Charyn's *The Seventh Babe*, and other readings from various sources. 3 hrs. lect./disc. **LIT USA** (Mr. Lindholm)

FS 002 Race and Writing
In this course, we will consider how American writers, black and white, address the issue of race in their writing. Our em-

phasis will be on understanding both what cultural pressures shape the authors' understanding of race and how they transform that understanding into literary art. We will also discuss what role literature has in creating and perpetuating attitudes about race. Authors studied may include Thomas Nelson Page, Charles Chesnutt, William Faulkner, Eudora Welty, Ralph Ellison, Sinclair Lewis, Toni Morrison, and Charles Johnson. 3 hrs. lect./disc. **LIT USA** (Mr. Nash)

FS 003 Communism and Fascism
This seminar will study the two "totalitarian" regimes of the twentieth century, Nazism in Germany and Stalinism in Russia. Emphasis will be placed on the cultural and philosophical origins of Fascism and Bolshevism. Readings will include selections from the writings of Marx, Mill, Dostoevsky, Nietzsche, Lenin, and Hitler, as well as literary and cinematic works. 3 hrs. lect./disc. **HIS PHL EUR** [Mr. West]

FS 005 Basic Drawing
In this course we will investigate and learn the basic skills of drawing as well as written analysis of the process and product of drawing. We will work from observation and invention with still life, landscape, and the figure. A variety of media will be used including pencil, charcoal, and pastel. Weekly assignments in drawing augmented by written analysis will be required. 3 hrs. lect./disc. **ART** (Mr. Bumbeck)

FS 006 Human Nutrition: Concepts, Fads, and Controversies
What we eat, what we like to eat, and what, possibly, we ought to eat are the subjects of this course. We will examine what is known about basic human nutrition—how what we eat turns into us (or not) and what our nutritional needs are (and are not). We will also examine critically the limitations of our dietary knowledge. In the latter context we will discuss several nutritional controversies and fads, including "natural" vs. "artificial" foods, dieting to gain as well as lose weight, using amino acid supplements to make new muscle, and the question of whether we should eat as our Paleolithic ancestors did. (Mr. Watters)

FS 008 Science and Government: Risk, Reward, and Public Policy
With the post-WWII rise of the military-industrial complex, the federal government dramatically increased its funding and, therefore, control of scientific research while agencies such as the EPA and FDA assumed an ever greater responsibility for regulating technology. We will trace this evolution through the biography of its principal architect, Vannevar Bush (*Endless Frontier*), the book that sparked the environmental movement, *Silent Spring*, and selected current topics readings. Using a case study approach and the scientific method as our guide, we will examine the costs and benefits of science and technology and the policy decisions that affect our daily lives. 3 hrs. lect./disc. **SCI SOC USA** (Mr. Bunt)

FS 009 Thucydides' Peloponnesian War: History, Poetry, and Philosophy in Fifth-Century Athens (Fall)
The Peloponnesian War engrossed Athens and Sparta during the last quarter of the fifth century B.C., and Thucydides' account of it is the most important surviving source of our knowledge about Greece during that period. While Thucydides emphasizes his concern for factual accuracy, he admits that he invented all of the speeches he attributes to historical persons in his narrative; he never calls himself an "historian" in our sense of the term. He compares himself favorably to the epic poet Homer, while making a claim that is arguably "philosophic": no one need write up any future human event, Thucydides says, because his account of the Peloponnesian War reveals what will happen everywhere and always, as long as human nature remains the same. Through a close reading of Thucydides' text, this course examines the interrelation of history, poetry, and philosophy in the ancient Greek setting in which these disciplines first came to be distinguished in the West. Supplemental readings will be drawn from Herodotus, Aeschylus, Sophocles, Euripides, Plato, and Aristotle, as well as selected modern commentaries on Thucydides. (Mr. Witkin)

FS 010 Great Economists: Their Lives, Ideas, and Legacies
The course introduces a student interested in the history of ideas to our most influential economists, their theories, and their impact upon economics, policy, and intellectual history. We will study how the grand themes that economists dealt with—Capitalism, The Great Depression, Socialism and Economic Planning, Globalization—developed out of efforts to comprehend these challenges and issues of their times, competing social philosophies, economic and social conflicts, and a changing economic structure. We will begin this journey around the late fifteenth century with the emergence of a market economy—organization of economic life around an interrelated system of markets that adjust prices, economic output, and wealth in an impersonal manner. The ideas and the legacy of the Mercantilists, Adam Smith, David Ricardo, Karl Marx, John Stuart Mill, John Maynard Keynes, and Friedrich Hayek, among others, will be examined in the context of their times. By studying the interplay between past and present events and ideas, we can better understand what present day economists are saying and why they are saying it, in the context of today's dynamic and interdependent global economic system. **SOC** (Mr. Ramaswamy)

FS 011 Crime and Deviance
All societies define certain kinds of actions and actors as deviant, disruptive, or dangerous. This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior. Emphasis will be on crime, but other types of deviance will be examined as well. Readings will include both classical and contemporary contributions to the field. In addition to exploring sociology's contribution to our understanding of deviance, the course will introduce students to a scientific approach to the study of human society. 3 hrs. lect./disc. **SOC USA** (Mr. Sasson)

FS 012 Versions of the Foreign
The purpose of this course is to examine different conceptions of cultural difference and foreignness. We will be reading essays, short stories, and novels that deal with these questions from several points of view—those of colonizers, the colonized, immigrants, minorities, travelers, and researchers. In the last section of this course we will examine conceptions of cultural difference and foreignness as they relate to issues of personal and cultural identity amongst im-

migrant and minority groups in the United States. 3 hrs. lect./disc. **LIT SOC OTH** (Ms. Oxfeld)

FS 013 Dreams of Cleopatra
Intended chiefly as an introduction to literary study, this course surveys two millennia of "Western" fantasies about Cleopatra in poetry, biographies, plays, novels, art, and film, including the work of such authors as Horace, Plutarch, Boccaccio, Chaucer, Shakespeare, Mary Sidney, Dryden, Sarah Fielding, Charlotte Brontë, and Shaw, as well as the performances of Claudette Colbert, Vivian Leigh, and Elizabeth Taylor. We will focus primarily not on the *real* Cleopatra, but rather on how the *idea* of Cleopatra has variously expressed a range of notions about women and the exotic "Orient." 3 hrs. lect./disc. **LIT EUR** (Mr. Billings)

FS 014 Imagining Nature
This course is primarily about nature writing—both reading it and writing it ourselves—although we will occasionally branch out into the visual arts (photography, painting, and film). As readers, we will move from classic American nature writers like Thoreau, John Muir, and Aldo Leopold to authors on the contemporary American scene: Annie Dillard, Gretel Ehrlich, John McPhee, Gary Snyder, Barry Lopez, Terry Tempest Williams. Along the way we will examine how the arts can shape our relationship to nature, and how the events and landscapes of our own lives can be sources for writing about nature. Bring your old journals. (This course satisfies the core course requirement for Environmental Studies.) 3 hrs. lect./disc. **LIT ART USA** (Ms. Skubikowski)

FS 015 Lyric and Narrative Poetry
Without concern for chronological sequence, this course will pursue several major themes throughout lyric and narrative poetry, from the Renaissance into the twentieth century. Among them: sex, paralysis, violence, murder, insanity, and death. Representative poems by, but not limited to: Shakespeare, Donne, Herbert, Milton, Marvell, Pope, Blake, Wordsworth, Keats, Tennyson, Browning, Dickinson, Yeats, Frost, Stevens, Eliot, Thomas, Larkin, Heaney. Frequent critical papers; discussion format. 3 hrs. lect./disc. **LIT EUR** (Mr. Hill)

FS 016 Italian Cinema (Fall)
This course will examine Italian cinema from 1945 to the present. Special emphasis will be given to post-war neo-realism, the "auteur" directors of the 1950s and 1960s (Fellini, Antonioni, Pasolini, Visconti), and recent Italian films in relation to Italian cinematic tradition. Readings on film theory as well as Italian cinema, history, culture, and literature will supplement the two weekly film screenings. 3 hrs. lect/disc., 3-6 hrs./week film screenings. **ART EUR** (Mr. Van Order)

FS 017 A Voice of Their Own: Francophone Women Writers
What does it mean to write in French for women from Guadeloupe, Cameroon, Senegal, Québec, or Algeria? Do these authors and their female characters (both from the past and from the present) face similar problems and dilemmas, despite living in exile and in different regions of the world? This course will examine contemporary women's writings in translation from the Francophone world, including Leïla Sebbar's *Sherazade: Missing, Aged 17, Dark Curly Hair, Green Eyes* (North Africa); Mariama Bâ's *So Long A Letter* and Calixthe Beyala's *The Little Prince of Belleville* (Sub-Saharan Africa); Maryse Condé's *I, Tituba, Black Witch of Salem* (the Caribbean); and Anne Hébert's *The Torrent* (North America). We will consider the diverse ways in which authors address marriage, family, polygamy, love, confinement, education, politics, social class, and cultural identity. 3 hrs. lect/disc. **LIT OTH** (Ms. Crouzières)

FS 018 Natural Hazards
Floods, hurricanes, avalanches, earthquakes—a look at the pages of many newspapers would suggest that the world is a very hazardous place to live. Often, natural disasters such as these appear to be events that are beyond anyone's control. However, closer study of natural hazards suggests that, in fact, they are a complex interaction of physical and social forces. This course will examine the physical and social basis for destructive natural events, as well as examine the reasons why people become vulnerable to them. 3 hrs. lect./disc. **SCI DED** (Mr. Bedford)

FS 021 Impressionism and Post-Impressionism in France
In this course we will examine paintings by French artists done roughly between 1870 and 1900 in the styles that have come to be called "Impressionist" and "Post-Impressionist." Artists to be studied include Degas, Monet, Renoir, Gauguin, Van Gogh, Seurat, and Cézanne. We will discuss formal aspects, such as paint handling, canvas preparation, color theory, etc., as well as conceptual topics having to do with subject and content. We will also consider the social history of the period, looking at demographic change, the rise of Paris as an international urban center, changing patterns of leisure activity, and the role of the discussion. To enrich our understanding, we will also examine some parallel developments in photography, music, literature, and politics. 3 hrs. lect/disc. **ART HIS EUR** (Ms. Powell)

FS 022 Tibet and the West
Once a remote and inconceivably foreign land, Tibet skyrocketed into the international limelight through major movies such as Kundun, Seven Years in Tibet, and the attention of movie stars and musicians. Guides to Tibetan Buddhism proliferate, and the 'Free Tibet' movement is active on many college campuses. But how much do we know about Tibet? This course will familiarize students with Tibetan culture, religion, history, art, and politics. We will question critically the long history of the West's fascination with Tibet, as well as the current preoccupation with it. A trip to Tibet House and museums in NYC is planned. Occasional film screenings. 3 hrs. lect./disc. **ART HIS OTH** (Ms. Atherton)

FS 023 The Road to Compostela: Pilgrimage in the Middle Ages
By the early 12th century, the shrine of Santiago de Compostela in North Eastern Spain rivalled Jerusalem and Rome as a destination for eager pilgrims. Thousands of Europe's pious, ill, criminal, and adventurous traversed hundreds of arduous miles to reach the site where St. James' relics were discovered. Why did they do it? How did Compostela attain such primacy of place in the medieval mind? What is the artistic legacy of the pilgrimage? A study of Romanesque and Gothic art and ar-

chitecture, as well as close readings of the twelfth-century "Pilgrim's Guide" and other first-hand accounts of the pilgrimage will guide our inquiry into the motivation and experience of the medieval pilgrim. 3 hrs. lect./disc. **ART HIS EUR** (Ms. Smith-Abbott)

FS 024 Central Asia: From the Mongolian Empire to the Present
This seminar will focus on the changes and continuities that have defined Central Asia over the past thousand years. After initial readings on the early nomadic empires bordering China, the course will examine the thirteenth-century Mongolian Empire, which unified vast regions of Central Eurasia. With the Empire's collapse, the various peoples of this region developed their own separate histories and traditions. As the Tsarist Russian and Manchu-Chinese empires swallowed up the territories of Central Eurasia in the eighteenth and nineteenth centuries, the independent peoples of this region (Kazakhs, Uzbeks, Mongols, Tibetans, etc.) developed their own strategies for resistance or coexistence. The survival of independent identities through cultural traditions and religious practices is a common theme in Central Asia today. 3 hrs. lect./disc. **HIS OTH** (Ms. Endicott)

FS 025 Race: The History of an American Idea, 1860-1945
This seminar will investigate the evolution of racial formation and racial ideology from the Civil War through World War II. We will study how the idea of "race" changed over time and how institutions and social practices reflected these changes. At the same time, we will assess the impact of racial ideology upon the various racialized "others," e.g., African Americans, Native Americans, Latinos/as, Asians, and some Europeans. Themes and topics that we will investigate include social Darwinism, popular culture (film, radio, print media, expositions, literature), popular science (The American Museum of Natural History, *National Geographic*), and foreign policy. 3 hrs. lect./disc. **HIS SOC USA** (Mr. Hart)

FS 026 The Cultures of Modern War in Europe and the United States
In this seminar we will study cultural artifacts of war in the 19th and 20th centuries. Using the American Civil War, World War I and World War II as our three case studies, we will ask what modern war meant to its participants, both soldiers and civilians. Our sources will include films, music, memoirs, and novels as well as secondary texts. These works will offer a variety of perspectives to help us determine how different nationalities, genders, and classes experienced these conflicts within societies shaped by mass culture and politics. 3 hrs. lect./disc. **HIS EUR SOC** (Ms. Sweeney)

FS 027 European Resistance Movements during the Second World War
The class will study the resistance movements within Germany against Hitler's rule and in France and Poland under the Nazi occupation. Reading accounts written by historians as well as the letters and memoirs of resisters, the class will examine how resistance developed, the characteristics and motivations of those men and women who made the choice to resist, the obstacles that they faced, and the various forms of opposition, from conspiracies to overthrow Hitler and military underground operations to the clandestine press and the rescue of Jewish victims of Nazi persecution. 3 hrs. lect./disc. **HIS SOC EUR** (Ms. Lamberti)

FS 028 Gain and Loss: The Classics of Mountaineering Literature
When asked why he wanted to climb Mt. Everest, George Mallory replied, "Because it's there." In this course we will read, discuss, and write about representative works of mountaineering literature in order to understand what motivates climbers to risk their lives to attain lofty goals, the insights they gain from their experiences, and how they live with the losses they frequently suffer. Works to be read include *Scrambles Amongst the Alps, White Spider, Annapurna, South Col: A Personal Account of the First Ascent of Everest, Touching the Void, K2: Triumph and Tragedy, Annapurna: A Woman's Place* and *Into Thin Air.* 3 hrs. lect/disc. **LIT** (Mr. Stahl)

FS 029 Contemporary Issues in Computing
Recent advances in the field of computing have brought about tremendous changes in our lives. We now have computer chips in everything from our cars to our ID cards. The 1990s have seen the birth of the World-Wide Web and an explosion in the growth of the Internet. How have these developments changed the ways we communicate, shop, stay informed? How have they affected our personal privacy and the security of information retained about us on computers? How do popular myths and images—for example, depictions of robots and intelligent machines in movies Ncompare with the reality of current technology? We will explore these themes as well as the role of gender; in particular we will look at employment trends in the computer industry and highlight some of the significant contributions women have made to the field of computing. Finally, in the closing days of 1999 we will look at the "Year 2000 problem"Nhow it came to be and what to expect on January 1, 2000. 3 hrs. lect/disc. **SOC** (Ms. Briggs)

FS 030 Probability: Its Origins and Applications
Probability is the branch of mathematics that examines randomness and chance events. We will study the mathematical foundations of probability and apply them to games of chance, sampling experiments, and other random events in everyday life. We will use computer simulation to model chance events, to study long-range regularity, and to compare simulated outcomes with those predicted by the mathematical laws of probability. We will explore and write about some of the historical developments in probability and the gradual emergence of our understanding of randomness. Pre-calculus with only intermediate algebra assumed. 3 hrs. lect./disc. **DED** (Mr. Emerson)

FS 031 Birds
Few animals hold the fascination for humans that birds do. This course will examine the biology of birds (anatomy, physiology, behavior), the origin of birds, including recent discoveries, and the controversy over the evolution of flight. We will also consider the roles of birds in folklore, art, music, and literature. Finally, we will look at their special place in the history of science (as in the work of Darwin and Wallace) and in the development of environmental consciousness. 3 hrs. lect/disc. (Mr. Bruce Peterson)

FS 032 Singing the Millennium
A thousand years ago, monks in Europe evolved a system of writing down music. From that time to the present day, Western music has existed in an unbroken notated tradition. In this course we will look back over that millennium of music-making, paying particular attention to music that has been composed for the human voice. We will study the various genres of vocal music that have existed—Gregorian chant, masses and motets, operas and oratorios, solo songs and *a cappella* settings—and we will also look into the many social functions that vocal music has served in the past: who sang it, where, when, and why. Participants in this seminar must be willing (though not necessarily expert!) singers, and, ideally should be able to read music notation. The course will also develop a millennial Web site for use by singing members of the Middlebury community. 3 hrs. lect./disc. **ART** (Mr. Milsom)

FS 033 "The Ancient Quarrel": Greek Philosophy and Poetry
Already in Plato's day there was a well-known "quarrel" between philosophy and poetry, a rivalry for the ethical education of citizens. We will examine this tension by focusing on classic works of tragedy, comedy, and philosophy. How do the tragedies of Aeschylus and Sophocles communicate moral insights? Is there a serious critique contained in Aristophanes' humorous parody of Socrates? Why does Plato banish the poets from his ideal city, but develop his own brand of philosophical poetry? Why does Aristotle emphasize the catharsis of the tragic emotions? Finally, we will consider Nietzsche's interpretation: Socratic rationalism deals the fatal blow to tragedy, yet Socrates becomes a tragic figure himself. 3 hrs. lect./disc. **PHL LIT EUR** (Ms. Woodruff)

FS 034 Mind and Brain
Philosophers who study the mind have become increasingly interested in the brain. This course provides some basic training in both philosophy and neuroscience. We will look at a number of traditional philosophical issues, such as the relation between the mind and the brain, the nature of consciousness, and the relationship between the self and the body. Our analysis of these issues will be informed by our study of key topics in neuropsychology (e.g., the split-brain operation, phantom limb syndrome, synaesthesia, and frontal lobe function). 3 hrs. lect./disc. **PHL** (Ms. Ennen)

FS 035 Russia: The Euro-Asian Nation
An introduction to the dominant themes of Russia's past and their impact on the present. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The selected topics: Slavic mythology and Russian Othodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev and Brezhnev; the fall of the Soviet empire and a look into the future beyond Yeltsin. 3 hrs. lect./disc. **LIT EUR HIS** (Mr. Davydov)

FS 036 Global Change: Environment, Energy, and Climate
By the late 1990s it had become clear to most scientists that human activity—particularly energy consumption—is changing Earth's climate. Yet questions remain: How much change will occur, and how rapidly? What will be the impact on natural ecosystems and human society? What should be done to mitigate global change, and how soon? This seminar will focus not only on the scientific issues surrounding global change, but also on political, social, and economic factors. The writing component will stress short, persuasive pieces like letters to the editor, op-ed columns, and brief position papers. Debate and discussion will be encouraged. 3 hrs. lect./disc. (Mr. Wolfson)

FS 037 American Constitutional Democracy
This seminar examines the principles and practices of the American political regime. The aim is for students to grasp the evolving relationship between the public controversies in American politics and the theoretical writings on liberty and equality that have influenced the course of American political development. Topics and texts will include the founding debates and documents, Tocqueville's interpretation of American democracy, Mill's defense of liberty, the Lincoln-Douglas debates, and a range of landmark Supreme Court cases that confront the enduring tension between majority rule and the protection of minority rights. 3 hrs. lect./disc. **SOC USA** (Mr. Williams)

FS 038 Russia's Twentieth-Century Odyssey through Literature and Film
How did it feel to live in communist Russia? What challenges did the Russians face building "a new world?" What was the impact of ideology on culture, economics, science, and the life of an individual? What are the psychological consequences of the collapse of the Soviet Empire? In this course we will examine the complex, controversial, and fascinating development of modern Russian society and investigate the inner struggle of three generations of Russians to preserve their spiritual values of the past in spite of Soviet "brainwashing." We will approach issues such as patriotism, love, death, betrayal, environment, power, and money through literature and film. We will also discuss how different modes of expression were used to deliver certain messages in direct or encoded format. Participation in this course will involve the screening of a movie one night per week. 3 hrs. lect./disc. **LIT HIS OTH** (Ms. Smorodinskaya)

FS 039 Drugs, Society, and Behavior (Fall)
The use and abuse of licit and illicit drugs are major public health concerns faced by modern American society. Still, experts on addictive behaviors disagree on issues of prevention, causation, and treatment. This seminar is designed to help students consider the answers to questions such as: Should drug and alcohol abuse be prevented through education or by increasing interdiction and law enforcement efforts? Is addiction caused by heredity, environment, or an individual's personality? Is drug abuse a mental, medical, legal, or social problem? Is Alcholics Anonymous the most effective treatment for alcoholism? Should some illegal drugs be legalized? 3 hrs. lect./disc. **SOC** (Mr. Vélez)

FS 040 Surrealism and Film (Fall)
One of the dominant modernist artistic movements, Surrealism had profound impact on filmmaking. This course will examine Surrealist theory and painting, and then consider in detail some of the films that were influenced by the Surrealist movement. Attention will also be given to the relationships between Surrealism and another modernist movement, Dada, as well as to the role of a major figure of Modernism, Marcel Duchamp. Filmmakers to be studied include Salvador

Dali, Luis Bunuel, Maya Deren, and others. 2 1/2 hrs. lect/disc, 2 hrs screening. **ART** (Mr. Perry)

FS 041 Job, Faith, and Suffering
In this course, we will grapple with the issues of faith and suffering as they present themselves in an array of theological, philosophical, and literary works. We will begin with the Book of Job and then turn to post-biblical authors who treat the problem of innocent suffering. Works include include Milton's *Paradise Lost,* Pope's *Essay on Man,* Blake's *Illustrations of the Book,* Shelley's *Prometheus Unbound,* Dostoyevsky's *The Grand Inquisitor,* excerpts from Kafka, MacLeish's *J.B.,* and Weisel's *Night.* Religious and philosophical thinkers such as Leibniz, Augustine, Levi, Rubenstein, and Kushner, who attempt to reconcile the existence of evil with the belief in an omnipotent, omniscient God who is loving and good, will aid our analysis of these literary works. 3 hrs. lect/disc. **PHL** (Ms. Bakhos)

FS 042 Identity and Difference (Fall)
How do we use categories of identity and difference? How does culture determine how we perceive and perform gender and ethnic identity? To what extent does our biological essence or genetic makeup determine how we are categorized by ourselves and others? We will look at constructions of gender and sexual identity in various cultures and consider how they intersect with national and ethnic identity. Literature and film will be our primary focus. We will read works from ancient Greece, Russia, and the contemporary U.S. that problematize gender and ethnic identities and view films from China, Hungary, and Cuba that show how such identities are performed. 3 hrs. lect./disc. **LIT SOC OTH** (Mr. Moss)

FS 045 Crimes and Criminals in American Drama and Film from the 1930s to 1990s
This course will explore the drama and film from the advent of socialist realism to postmodernism. Particular focus will be given to the changing nature of cinematic and dramatic form, narrative content, and the evolving characterization of villains and villainy. Films and plays produced since the 1930s will serve as principal texts. Students will view approximately ten films and twelve plays. Among the films included are *Dead End, Winterset, On The Waterfront, Godfather 1, Goodfellas, Grosse Point Blank* and *Pulp Fiction* . Plays will include *Short Eyes, Petrified Forest, Goose and Tom Tom, Tooth of Crime,* and *American Buffalo.* Response papers will be required for each film and play, and there will be a research paper on an additional work. 3 hrs. lect./disc. **LIT SOC USA** (Mr. Romagnoli)

FS 046 Voices Along the Way (Fall)
In this seminar designed for international students, we will focus on how individuals maneuver through the labyrinths of romantic and familial relationships found in American short stories and poems. We will explore what a range of narrative voices tells us about the American experience as well as the intricacies and ironies of self-awareness. We will read poems by New England poets and stories by James Baldwin, Raymond Carver, John Cheever, Louise Erdrich, William Faulkner, Richard Ford, Ernest Hemingway, Antonya Nelson, Joyce Carol Oates, Tim O'Brien, Flannery O'Connor, Charlotte Gilman Perkins, Leslie Marmon Silko, Alice Walker, and others. 3 hrs. lect./disc. **LIT USA** (Ms. Ganley)

GRADUATE PROGRAMS

Master of Science

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the Department of Biology. Inquiries about this program should be addressed to: Coordinator of the M.S. Program, Department of Biology. Graduate students may be enrolled only upon recommendation of the department in consultation with the Dean of the Faculty The following courses are offered for graduate credit:

Biology: All biology courses numbered 300 or above
Chemistry: CH 322, CH 353, and CH 425
Mathematics: Courses numbered 300 or above

Requests for other courses numbered 300 and above outside the Department of Biology will be considered for credit in the context of the program proposed by the student in consultation with his/her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

Bread Loaf Programs

Bread Loaf School of English
Since 1920, the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from

outstanding colleges and universities in the United States and the United Kingdom. Students may elect to attend the school as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degree. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission. The central location for these programs of study is the home campus outside Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford, or the third and most recent site, the Native American Preparatory School in Rowe, New Mexico, where students take courses similar to those offered in Vermont, but with an appropriate emphasis upon American literature. Admission is on the basis of college transcripts, three letters of recommendation, and a writing sample. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This conference offers lectures, discussions, workshops, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in January. Inquiries should be addressed to: Coordinator of the Bread Loaf Writers' Conference, Adirondack House, Middlebury College, Middlebury, VT 05753.

The Language Schools

The Summer Session

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish schools.

The Language Schools emphasize both spoken and written language skills, and stress the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration; some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The language pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. The pledge helps students focus their energies on the acquisition of language skills, and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The language pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to: Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@ middlebury.edu, or visit our Web site at http://www. middlebury.edu/~ls. (Please note the Web site address is case sensitive.) When communicating with the Language Schools, please specify the language in which you are most interested.

The C.V. Starr–Middlebury Schools Abroad

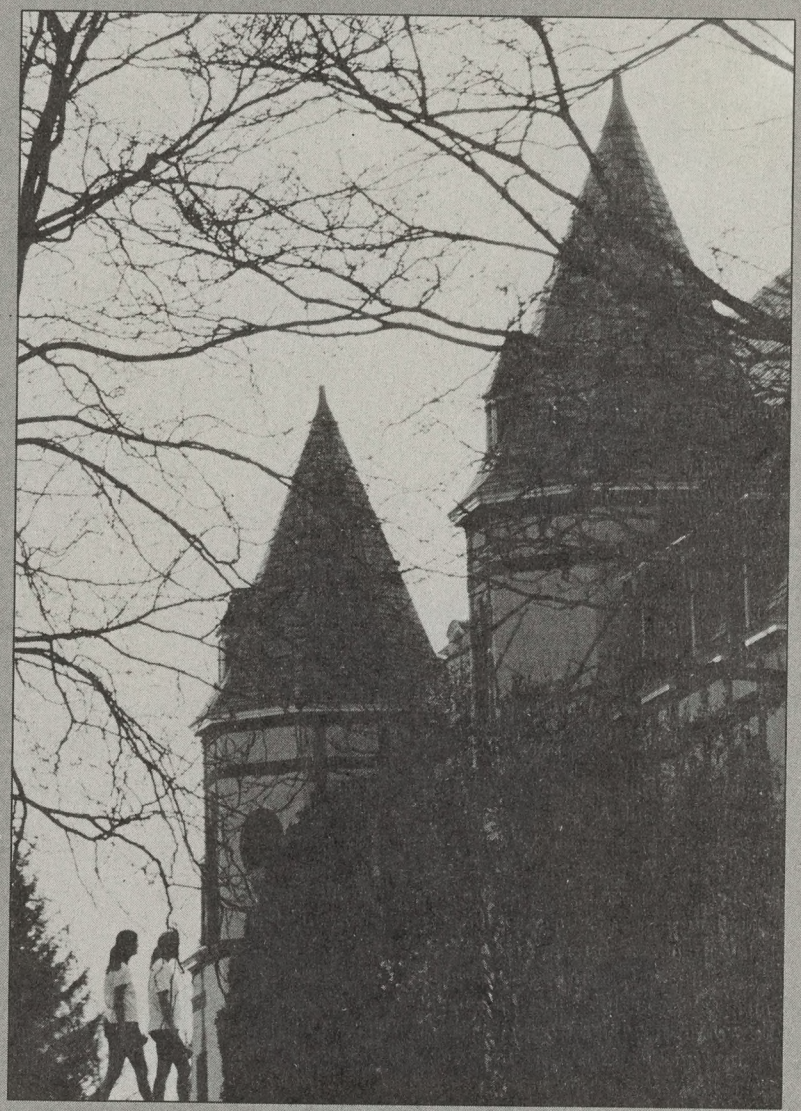
The Language Schools operate schools in five European countries during the academic year. The C.V. Starr-Middlebury Schools in France, Germany, Italy, Russia, and Spain offer graduate and junior-year programs to qualified students from Middlebury and other institutions of higher education. Each school abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in France (Paris), Germany (Mainz), Italy (Florence), Russia (Moscow, Irkutsk, Voronezh, or Yaroslavl), or Spain (Getafe, Logroño, Madrid, or Segovia). Courses are taught by professors and distinguished critics or scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students abroad will maintain the spirit of the summer language pledge and function as much as possible in the language of their host country.

The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or by combining summer study with an academic year abroad.

In addition, the Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). The D.M.L. degree, established in 1927, is unique to Middlebury College and differs from the more traditional Ph.D. in several important respects. Its purpose is to prepare teacher-scholars in two modern foreign languages (French, German, Italian, Russian, and Spanish), providing them with the skills and resources that will help them develop as teachers of language, literature, and culture. Middlebury's intent in designing the D.M.L. program was to provide an alternative to the Ph.D. that would retain the traditional focus on depth in literary research, while meeting the special needs of language teachers for competence in the areas of language pedagogy and cultural studies. The D.M.L. curriculum incorporates pedagogical and cultural elements and is sufficiently flexible to accommodate the professional commitments of in-service teachers.

A detailed description of the requirements for the D.M.L. degree is available from the office of the Dean of Languages and International Studies.



SECTION III

GENERAL INFORMATION

STUDENT FINANCES

The Comptroller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the phone numbers listed in the "Services" section below.

Several fees for 1999-2000 had not been set at the time the catalog went to press. To indicate a range for these fees, the 1998-99 fees are listed below. Information on these fees for 1999-2000 may be obtained by calling the Comptroller's Office at 802-443-5366.

Billed Fees

Comprehensive Fee

The annual comprehensive fee at Middlebury for 1999-2000 is $31,600. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms.

The student activities fee, $190 for 1998-99, supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Office of Student Activities. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 1999-2000: $15,800 plus half of the student activities fee) for half of the fees is mailed on July 15 and is due August 15. The second bill is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the dean of students to live or eat off campus are entitled to room and board credits of $830 and $935 per term, respectively. The dean of students may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of $80 per week, up to a maximum of $720 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee, as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Key Education Resources (Key) or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Key (800-KEY-LEND), AMS (800-635-0120), or Student Accounts (802-443-5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply for a board rebate of $80 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

Students attending the Center for Northern Studies in Wolcott, Vermont, are billed the standard Middlebury comprehensive fee, applicable to the terms during which they are in residence at the Center. Students are not billed for the student activities fee while in residence at Wolcott.

The College offers each student sickness insurance coverage. The annual premium for this coverage for 1999-2000 is $388. A brochure describing this coverage is mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may choose not to purchase the College's sickness insurance coverage. The campus health center services are available to all students even if their parents or guardians do not purchase the College sickness insurance. Second semester sickness insurance is available for students entering or returning in spring term. Accident insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's sickness or accident insurance. These students should apply for insurance coverage to the school they are attending. The College sickness and accident insurance is administered by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

Special Students

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students were billed in 1998-99 at the per course rate of $2,985. This same per course rate applies to graduate students in the sciences and to students participating in the ninth semester teacher education program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live

and eat on campus. These students are billed the customary comprehensive fee for the term, less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

Study Abroad

The College maintains several Middlebury schools abroad — for the study of French in Paris; German in Mainz; Italian in Florence; Russian in Moscow, Irkutsk, Yaroslavl, and Voronezh; and Spanish in Madrid, Getafe, Logroño, and Segovia—to which undergraduates may apply through the Language Schools Administration Office on campus. The College bills students participating in the Paris, Mainz, Florence, and Spain programs for tuition only. For 1999-2000, tuition for these programs is $6,000 for one semester and $11,485 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Mainz. Further information on living and eating options for these programs is available on campus from the Office of Off-Campus Study. For the programs in Moscow, Irkutsk, Yaroslavl, and Voronezh, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round-trip airfare between New York City and Moscow (or Irkutsk). For 1999-2000, this fee for Moscow is $11,000 for one semester and $17,770 for a full year; for Irkutsk this fee is $17,770 for a full year; for Yaroslavl and Voronezh this fee is $8,235 for one semester and $16,470 for a full year.

Financial aid credits are applied toward C.V. Starr-Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Key and AMS, are also available for C.V. Starr-Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 1998-99, this fee was $450 for one semester and $550 for a full year. Students should consult the Study Abroad Guidelines from the Office of Off-Campus Study for more details on the availability of financial aid for specific non-Middlebury programs. Questions about the process of applying for and receiving aid for approved programs can be answered by the financial aid staff in the Emma Willard House.

Students participating in the Associated Kyoto Program (AKP) in Japan administered by Wesleyan University or in the University of Nottingham exchange in England are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP or Nottingham. The study abroad fee, AKP, and Nottingham billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and accident insurance coverage is offered to students studying abroad with the C.V. Starr-Middlebury Schools Abroad or approved non-Middlebury sponsored programs by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 1999-2000 is $300. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of the Director of Off-Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

Other Academic Fees and Expenses

An administrative fee of $100 is billed to students for each 555 course approved by the Administration Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction. In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 1999-2000, the average student's expenses for books, supplies, and other personal items amounted to $1,750. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

Enrollment Deposits

Entering first-year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Returning students' financially responsible parties are mailed a reenrollment deposit statement on March 1. The College needs to receive a $200 reenrollment deposit by April 1 to reserve a place on the roster if a student intends to return to Middlebury the following fall term. This deposit will be applied as a credit to the comprehensive fee bill mailed in July for the fall term. Students may be delayed from drawing a room in April for the following year or registering for courses in May for the following fall term if the College has not received the $200 reenrollment deposit. This deposit is refundable through June 15 if a student sends notification in writing to the Office of the Dean of Students of his or her intention not to return to Middlebury for the following fall term. The reenrollment deposit is forfeited after June 15 if a student subsequently does not enroll at the College. No reenrollment deposit is required if the student will not be returning to Middlebury until winter or spring term.

Summer Programs

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures.

Fees for summer 1999 are summarized below:

	Tuition	Room	Board	Total
Language Schools				
9-week session	$3,800	$585	$1,475	$5,860
(Arabic, Chinese, Japanese, Russian)				
7-week session	$2,860	$465	$1,160	$4,485
(French, German, Italian, Spanish)				
6-week session	$2,860	$425	$1,075	$4,360
(French, German, Italian, Russian, Spanish)				
Bread Loaf School of English				
Bread Loaf, Vermont	$2,920	$425	$1,075	$4,420
Santa Fe, New Mexico	$2,920	$1,850*		$4,770
Oxford, England	$5,200**		$5,200	
Bread Loaf Writers' Conference				
Contributor	$1,125	$605*		$1,730
Auditor	$1,055	$605*		$1,660

*Room, board **Tuition, room, board

Applying for financial aid for the summer programs is also a separate process for Middlebury College undergraduates. A financial aid application is included in the Language Schools prospectus. The financial aid application will be sent to all applicants to the Bread Loaf School of English who check the appropriate box on the admission application. Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on June 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brief period of time the summer programs are in session, no payment plans are available through the College or its outside agencies.

Miscellaneous Charge Accounts

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 30 days or more past due, the student's long-distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the next business day for overdue accounts that are paid current by noon on the previous day. Students may still make local and toll-free calls, receive all incoming calls, and eat in campus dining halls while their long-distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long-distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (802-443-5375). Students who wish to contest charges they believe are in error should also request that the department where the charge originated reverse the charge. Please direct dorm damage charge appeals to the residential life staff in the Office of the Dean of Students (802-443-5386).

Refunds

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or room and board rebate credits creates a net credit balance on a comprehensive fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, fees are refunded according to the schedule below. In all cases, the $200 enrollment deposit is forfeited.

If the withdrawal occurs:

- before the first week of the term, Middlebury refunds 100% of comprehensive fee
- during the first week of the term, Middlebury refunds 90% of comprehensive fee
- during the second week of the term, Middlebury refunds 50% of comprehensive fee
- during the third week of the term, Middlebury refunds 50% of comprehensive fee
- during the fourth week of the term, Middlebury refunds 25% of comprehensive fee
- during the fifth week of the term, Middlebury refunds 25% of comprehensive fee
- during the sixth week of the term, Middlebury refunds 25% of comprehensive fee
- during the seventh week of the term, Middlebury refunds 25% of comprehensive fee
- after the seventh week of the term, Middlebury refunds $80 per week board credit only

The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Fed-

whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government or the financially responsible party.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 1998-99 was $245. A brochure and application form for this insurance are enclosed with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617-380-8770) or the Comptroller's Office for further information.

Rights and Responsibilities

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Office of the Dean of Students will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year need to ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, C.V. Starr-Middlebury Schools Abroad, or miscellaneous charge account need to be settled in full. For room draw in April and registration in May, the College also needs to have received the $200 enrollment deposit indicating the student's intent to return to Middlebury the following fall term. Students who have dean's loans from the Office of the Dean of Students or computer loans as part of their participation in the computer sales program also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

Services

The Comptroller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 A.M. to 5:00 P.M. to accept payments on students' accounts and to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office, located at the front of the Comptroller's Office, will also cash traveler's checks and checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following phone numbers to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier
802-443-5375
(miscellaneous charge accounts, dean's loan accounts)

Student Accounts Administrator
802-443-5374
(comprehensive fee, summer program, and C.V. Starr-Middlebury Schools Abroad accounts)

Bursar
802-443-5682

Comptroller's Office
802-443-5366
(general number)

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Office of Financial Aid staff arrive at a determination of a student's need. Middlebury is committed to meeting the assessed need of all admitted students to the full extent that resources permit. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the C.V. Starr-Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by the Office of Financial Aid in accordance with federal regulations. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Stafford Loan, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 1999-200 is $1,100 for first-year students and $1,450 for all other students. Second, a student must also meet a self-help requirement during the academic year.

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While Middlebury's resources are not unlimited, the College makes every reasonable effort to see that jobs are available for students who wish to work during the academic year. For those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds is available to assist them.

College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

More detailed information about financial aid is available in the prospectus, which can be requested from the Admissions Office. It presents facts and figures about students receiving aid at Middlebury and outlines the application procedures. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, The Emma Willard House.

Endowed Funds for Students and Faculty

For many years alumni and friends of Middlebury College have contributed funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students consists of scholarships, awards, prizes, and loans. All named, endowed, and expendable scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the awards. Students may compete in various ways for prizes and awards also donated to the College. Faculty support consists of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Office of Development publishes "Endowed Funds of Middlebury College," an explanatory listing of the funds and additional information about gifts and bequests for student aid..

Named and Endowed Scholarships

Abbott-Simpson Scholarship Fund
Harold E. Adams Scholarship Fund
Betty Jean Aitchison '45 Scholarship Fund
George I. Alden Trust Scholarship Fund
Cecile Child Allen Student Aid Fund
Alpha Chi Scholarship Fund for Women
Borden E. Avery '39 and Louise Roberts Avery '39 Fund
William N. Badgley '61 Memorial Scholarship Fund
Cornelia W. Bailey Fund
John C. Baldwin Legacy Fund
Baltic Scholarship Loan Fund
Frieda Derdeyn Bambas Scholarship
Cesare Barbieri Endowment Fund
Ludwig C. Baumann '53 Memorial Scholarship Fund
Horace P. Beck Scholarship in American Studies
Beckwith Scholarship Fund
Carmella J. Belmont Scholarship Fund
Lorenzo P. Belmont Scholarship Fund
Loretta R. Godfrey-Belmont Scholarship Fund
Lea Z. Binand Scholarship Fund
Harriet B. Blakeman '14 Scholarship Fund
Edward L. Bond, Jr., Memorial Scholarship Fund
Borgia Scholarship Fund
Howard Born German Scholarship Fund
Boston Middlebury Alumni Association Scholarship
Ezra Brainerd Scholarship
Charles D. Brakeley Scholarship Fund
Bread Loaf Writers' Conference Endowment Fund
Margaret T. Bridgman Memorial Fund
Elbert S. and Anna H. Brigham Scholarship Fund
Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund

Jane Tinkham Broughton Fellowship Fund
Elisabeth E. Brown '42 Scholarship Fund
Ronald H. Brown '62 Summer Internship Program Fund
Russell D. Brown '29 Memorial Scholarship Fund
Gladys M. Caldwell '28 Scholarship Fund
Canadian Honors Scholarship Fund
Pierina and Salvatore J. Castiglione Scholarship Fund
Juan A. Centeno Memorial Fund
Charitable Society Fund
Ta-Tuan Ch'en Scholarship Fund
Stella Christie Scholarship Fund
Class of 1918 Scholarship Fund
Class of 1927 Scholarship Fund
Class of 1930 Scholarship Fund
Class of 1936 100th Reunion Scholarship
Class of 1937 Scholarship Fund
Class of 1947 Memorial Scholarship Fund
Class of 1948 Scholarship Fund
Class of 1949 Scholarship Fund
Class of 1950 Scholarship Fund
Class of 1951 Scholarship Fund
Class of 1952 Scholarship Fund
Class of 1953 Scholarship Fund
Class of 1955 Scholarship Fund
Class of 1956 Scholarship Fund
Class of 1963 Scholarship Fund
Class of 1967 Scholarship Fund
Class of 1982 Scholarship Fund
Class of 1983 Scholarship Fund
Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund
Winifred Coffin and Beatrice Taft Scholarship Fund
Almy D. Coggeshall '40 Scholarship Fund
Colby Fund
Jesse Connor Scholarship Fund
Louise Hasbrouk Connor Scholarship Fund
Reginald and Juanita Cook Scholarship Fund
Reginald L. Cook '24 Memorial Scholarship Fund
Edward Cooperstein '46 Scholarship Fund
Kay Corrigan Scholarship Fund
Ruth C. Cowles '24 Scholarship Fund
Annie L. Cox Scholarship
George C. Dade '15 Memorial Scholarship Fund
Charles A. Dana Scholarship Fund
John F. Darrow '37 Memorial Scholarship Fund
Sam P. Davis '21 Fund
Wilfred E. Davison Scholarship Fund
Clifford T. Day Undergraduate Scholarship Fund
Pauline Feicht Decker Memorial Scholarship Fund
Alcide De Gasperi Scholarship Fund
Ralph L. DeGroff '25 Scholarship Fund
Dr. Ralph B. DeLano Scholarship Fund
Delta Kappa Epsilon Scholarship Fund
Thomas '70 and Teresa DeRogatis Scholarship Fund
Marten Y. de Schepper '72 Memorial Scholarship Fund
Jake Booth Devins Scholarship Fund
Frederick C. Dirks '30 Scholarship Fund
'45 Discretionary Scholarship Fund
Constance Barker Diss Student Aid Fund
Kathleen C. Downey Memorial Scholarship Fund
Erwin Ewald Drost Memorial Fund
Durland Family Scholarship Fund
Easton Family Scholarship Fund
Dean S. Edmonds Scholarship Fund
Eunice S. Eldredge '11 Scholarship Fund
Mac Elliman Scholarship Fund
Grace M. Ellis Scholarship Fund
Sidney Ender Scholarship Fund
Jerome C. and Debora N. Eppler Scholarship Fund
Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund
Fairbanks Scholarships
Feng Ming-huei Memorial Scholarship Fund in the Chinese School
Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English
Peter Stanley Firestone Memorial Scholarship Fund
Allan T. Fisher '75 Memorial Scholarship Fund
John Albert and Sophia Warner Fletcher Fund
Rollo J. Francisco Scholarship Fund
E. Chester "Ben" Franklin '21 Scholarship Fund
Donald D. '25 and Dorothy B. Fredrickson '25 Memorial Scholarship Fund
Stephen A. and Ruth H. Freeman Scholarship Fund
French Center in New England Fund
Sara C. Fritz Scholarship Fund
Robert Frost Fellowship at the Bread Loaf Writers' Conference
Eben J. Fullam Scholarship Fund
Alice Brooks Fuller Scholarship Fund
John Hamilton Fulton Memorial Scholarship Fund
Clyde G. Fussell '25 Memorial Scholarship Fund
Marion Gallagher Scholarship Fund
Barbara Everard Gannett '61 Scholarship Fund
Leon and Una Gay Scholarship Fund
William W. Gay Fund
Joan F. Giambalvo Scholarship Fund
Gilbert Family Scholarship Fund
Sarah H. Gilmore Gordon '78 Scholarship Fund
Edward N. Gosselin Scholarship Fund
Rosamond F. Granger Scholarship Fund
Egbert C. Hadley '10 Scholarship Fund
Ivan D. and May W. Hagar Scholarship Fund
Charles Emerson and Nellie Blakely Harris Memorial

Scholarship Fund
Joel B. Harris Scholarship Fund
Earle '22 and Marie W. Haskins Scholarship Fund
Benjamin L. Haydon Scholarship Fund
Burt A. Hazeltine Memorial Scholarship Fund
Charles B.R. Hazeltine Fund
William Randolph Hearst Endowment
Richard A. Heine Memorial Scholarship Fund
Waldo H. Heinrichs Scholarship Fund
Dr. Walter H. Hellman '24 Scholarship Fund
T. William Hentz '50 Scholarship Fund
Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund
Laurence B. Holland Memorial Scholarship Fund
John A. Howe Scholarship Fund
Moses G. Hubbard '13 Scholarship Fund
Mary Stone Hunt '15 Scholarship Fund
Lauren Husted Scholarship Fund
J. Rowland Illick Scholarship Fund
Ingalls Fellowship
Merrill L. Jenkins '15 Scholarship Fund
Christian A. Johnson Memorial Scholarship Fund
Frederick B. and Louise M. Johnston Scholarship Fund
Charles S. (Casey) Jones '15 Scholarship Fund
Frederica V. Jones Scholarship Fund
Kappa Delta Rho Scholarship Fund
Albert and Edna Karlik Scholarship Fund
Joseph P. Kasper Scholarship Fund
Elizabeth B. Kelly Fund
Alice P. Kenney '58 Scholarship Fund
John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English
John M. Kirk, Jr., Scholarship Fund
Patricia and William H. Kleh '67 Endowed Scholarship Fund
Dr. Michael Kolligian, Jr., '44 Scholarship Fund
Cheryl M. '96 and Sandra L. Kozlowski '99 Scholarship Fund
Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund
Arnold R. LaForce '35 Scholarship Fund
Merton D. LaFountain '22 Memorial Scholarship Fund
Olive and Cincinato LaGuardia Scholarship Fund
L'Amicale Scholarship Fund
Sanford H. Lane Memorial Scholarship Fund
Ted Lang, Jr., Memorial Scholarship Fund
Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund
Edwin W. Lawrence Scholarship Fund
Claude Levy Scholarship Fund
L'Hommedieu Family Scholarship Fund
Frances B. and Paige D. L'Hommedieu Scholarship Fund
Literary Fund
Dr. Nicholas Locascio Scholarship Fund
Frank Lombardy '35 Memorial Scholarship Fund
Hazel MacLeod Fund
Eta and Abram Manell '34 Scholarship Fund
Andrew C. Marchbank '65 Memorial Scholarship Fund
Scott A. Margolin '99 Memorial Scholarship Fund
Robert J. Marony Fund
Buren H. McCormack Scholarship Fund
James C. McLeod '26 Scholarship Fund
Middlebury College Language Schools Fund
Midd-Vermont Alumni Association Scholarship
Gertrude Cornish Milliken Scholarship Fund
Levi P. Morton Scholarship Fund
Judith Davidson Moyers Scholarship Fund
Ralph O. and Lena G. Myhre Memorial Scholarship Fund
National Bank of Middlebury Scholarship Fund
Elizabeth MacGill Needy '47 Memorial Scholarship Fund
Howard M. Munford '34 Scholarship Fund
Walter J. Nelson '32 Scholarship Fund
Werner Neuse Scholarship Fund
New Balance Athletic Shoe, Inc. Scholarship Fund
New Jersey Student Aid Fund
June Brogger Noble Scholarship Fund
Anna and Luke J. Nolfi Scholarship Fund
Luke J. Nolfi Memorial Scholarship Fund
Sidney Nordenschild, Sr., Scholarship Fund
Berthe O. Normano Scholarship Fund
Ted J. Novak '50 Memorial Scholarship Fund
Peter Odabashian Memorial Scholarship Fund
Bernard J. O'Keefe Scholarship Fund
Charles J. Orr Memorial Scholarship at the Bread Loaf School of English
Hewitt Page Scholarship Fund
Adele T. Parker Scholarship Fund
Dr. George F. Parton, Jr., Scholarship Fund
Pell Fund
Penfield Scholarship Fund
Arthur D. Pepin '44 Scholarship Fund
Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund
Dana G. Pierce Scholarship Fund
Blanche and Stephen Piskor Memorial Scholarship Fund
Frank P. and Anne C. Piskor Scholarship Fund
Louise R. Plaisted Scholarship Fund
Michael H. Podell '56 Financial Aid Fund
William H. Porter Memorial Scholarship Fund
Anastasia Feodorova Pressman Memorial Scholarship Fund
Frederika Proctor Fund
Antonio and Ida Quaglia Memorial Scholarship in the Italian School
Cecilia Quiros Scholarship Fund
Nancy "Tee" Thomsen Rand '52 Philadelphia Alumni Scholarship Fund
Robert E. Ray '59 Scholarship Fund
Rea Family Fellowship at the Bread Loaf Writers' Conference
Albert J. Riccio Fund for the President's Purse

Helen Coldwell Riccio Memorial Fund
Leonard D. Riccio Memorial Scholarship
Charles R. Rice '58 Scholarship
James Richardson Scholarship Fund
Justin Ricker Scholarship Fund
Marjorie J. Robb Scholarship Fund for Summer Language Studies
Roberts M. Roemer '50 Scholarship Fund
Marguerite Rogers '18 Scholarship Fund
Richard A. Rosbeck Memorial Scholarship Fund
Eleanor S. Ross Scholarship Fund
John W. Rowell Fund
Robin Royle Memorial Scholarship Fund in the Russian School
A. Bayard Russ Memorial Scholarship Fund
Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund
Henry W. Schuettauff Scholarship Fund
George Robert White Scott (Class of 1864) Scholarship Fund
Lynde Selden Scholarship Fund
Jonathan Vollrath Shadd '78 Memorial Scholarship Fund
Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English
Richard J. Sheehy Scholarship Fund
Marion Shows Fund
Carleton H. Simmons '28 Memorial Scholarship Fund
Cecil C. Simmons '24 Fund
Ernest Simons Memorial Scholarship Fund
Skinner-Allen Scholarship Fund
Bezeliel Smith Fund
Lucy S. Smith '18 Scholarship Fund
Jonathan Coleman Southmayd Scholarship Fund
Kenneth Sozzi Memorial Scholarship Fund
Dorothy Symonds Spendlove '36 Scholarship Fund
A.P. Stafford Fund
C.V. Starr Scholarship Fund
John Wolcott Stewart Fund
E. Carroll and Mary Joe Stollenwerck Scholarship Fund
W.J. Stone Fund
Strauss Family Scholarship Fund
Subscription of 1852
Agnes Warner Sunderland Fund
Swain Family Scholarship Fund
Miriam Deedman Swede '27 Scholarship Fund
Charles and Jessica Swift Scholarship Fund
Wylie and Lucy Sypher Scholarship Fund
Arthur Gould Tasheira Fund
Ellen Taussig '49 Scholarship Fund
Gerald E. Thayer '31 Memorial Scholarship Fund
Helen A. and W. Grady Thomas '16 Scholarship Fund
Thomas G. Thompson Scholarship Fund
Ludger J. Tousant Fund
John Crawford Trask, Jr., '41 Memorial Scholarship Fund
K.P. Tsolainos Memorial Scholarship Fund
Herbert K. Twitchell Fund
Tyco International Scholarship Fund
James M. Tyler Fund
Bessie Clarinda Verder 1898 Memorial Fund for Women Students
Voter Memorial Scholarship Fund
Waldo Fund
Raymond A. Waldron Scholarship Fund
Phoebe Kasper Wallach '49 Memorial Scholarship Fund
Ruth McCullough Walzer Scholarship Fund
Warren Fund
Virginia Whittier Warthin '33 Scholarship Fund
Lois Behrman Watson '51 Scholarship Fund
WEB Fund
James A. and Edna M. Weeks Scholarship
Richard S. Werdiger '69 Scholarship Fund
Jane D. Whamer '48 Memorial Scholarship Fund
Asa Wheelock Scholarship Fund
F. Carl Whitney '18 Memorial Scholarship Fund
Dr. Percy T. and Pauline C. Whitney Scholarship Fund
Raymond L. Whitney '35 Memorial Scholarship Fund
Albert Henry Wiggin Memorial Scholarship Fund
Percival and Marion Wilds Memorial Scholarship Fund
Frank A. Williams, Jr., '69 Memorial Scholarship Fund
Emma Willard Scholarship Fund
Mark Doty Wilson '72 Scholarship Fund
Windham County Congregational Scholarship Fund
Harriet B. Winsor Scholarship Fund
Charles Baker Wright Scholarship
Mary E. Yelda and Margot C. Yelda Scholarship Fund
Marion L. Young Scholarship Fund

Expendable Scholarships

Alice S. Ayling Scholarships
Jonathan Berger '67 Scholarship
Dorothea W. Brown Scholarship
Louis L. Croland and A. Leon Kohlreiter Scholarship
Rae R. Croland and Goldie Kohlreiter Scholarship Fund
John V. Doyle '78 Scholarship
Jaqua Foundation Scholarship Fund
Antonia Ax:son Johnson Scholarship Fund
Roland A. Johnson '38 Scholarship Fund
Agnes M. Lindsay Trust Scholarship Fund
Daniel J. Mahoney Scholarship Fund
Michael E. Mone '64 Scholarship
F.A. and Katharine H. Nason Scholarship Fund
Jay Jon Nordby '76 Memorial Scholarship Fund
Henry Tyler Nottberg '98 Scholarship Fund
Nina Ritter '82 and Timothy D. Armour '82 Scholarship Fund
Charles Irwin Travelli Scholarships
Vermont Scholarship Program

Awards And Prizes

Charles B. Allen Memorial Prize
American Institute of Chemists' Medal
John T. Andrews Memorial Prize in Philosophy
Bishop Atwood Historical Prize
Donald Everett Axinn Annual Prize
Bakeless Prize
Baldwin Prize
Frieda Derdeyn Bambas Prize in French Literary Studies
Baumgarten '98 and Udzenija '99 SGA Memorial Prize
Blum and Company, Inc., Award
Deacon Boardman Peace Prize
Barbara Buchanan '62 Alumni Association Award
Reid L. Carr Prize
George H. Catlin Award
George H. Catlin Classical Prize Fund
George H. Catlin Fund
William B. Catton Prize
Challenger Award
Elbert C. Cole '15 Memorial Fund Prize
Committee on Art in Public Places Award for Excellence in Studio Art
Marie Lafferty Cortell Theatre Award
Janet C. Curry '49 Award in the Biological Sciences
F.C. Dirks '30 Prize in Economics
Durkin Public Service Fund
Martin Joseph Durkin III Memorial Award
Eaton Prize
George Ellis Fellowships
Harry M. Fife Memorial
Alison G. Fraker '89 Essay Prize in Women's Studies
Freshman Achievement Prize
Drue Cortell Gensler '57 Prize
David I. Goldman Film/Video Prize
Robert K. Gould Prize in Physics
Maude Violet Graybar American History Prize
Jon M. Groetzinger and Elinor Lee Groetzinger Award
Hazeltine Klevenow Cup
J. Rowland Illick Geography Award
International Studies Program Award
Julian E. and Melba Jarrett Prize
Christian A. Johnson Prize in Economics
Kellogg Latin English Prize
C.J. Neil Kvasnak Family Award
Lank Prize in Sociology and Anthropology
Helen T. Lin Award for Excellence in Chinese
Scott A. Margolin '99 Environmental Studies Award
Merck and Company Award
Camillo P. Merlino Award for Excellence
Merlino-Mezzotero Award
Ann and Edward Meyers Religion Prize
Berthe O. Normano Prize
Mildred Virginia Osher History Prize
O.W. Prize for International Students
Dr. Francis D. Parker '39 Mathematics/Computer Science Prize
Phi Beta Kappa Prize
E.L. Pool Qualitative Analysis Prize
Henry B. Prickitt English Prize
Richard C. Rapp '64 Memorial Football Award
T. Ragan Ryan Award for Excellence
Senior Honors Thesis Award in Economics
Senior Honors Thesis Award in International Politics and Economics
John P. Stabile Memorial Cup
Marci J. Stewart '72 Memorial Award
Stolley-Ryan American Literature Prize
Mary Dunning Thwing Prize
Alice J. Turner Memorial Trophy
Ryan Fairman Waldron '97 Award
Paul W. Ward '25 Memorial Prize
John M. White '52 Memorial Award
Franklin G. Williams '13 and Sarah H. Williams '12 Memorial Award
Woolsey Prizes

Loan Funds

Alpha Sigma Phi Memorial Fund
Edwin L. Bigelow '13 Student Scholarship Fund
Reid L. Carr and Eleanor F. Carr Revolving Loan Fund
Ella N. Goodale Student Loan Fund
Joel B. Harris Student Loan Fund
Hazeltine Student Loan Fund
Elam R. Jewett Student Loan Fund
Ada Howe Kent Foundation Loan Fund
Lee A. Kintzel and Roger Kintzel Student Loan Fund
Martha Jewett Nash Student Loan Fund
F.A. and Katharine H. Nason Loan Fund
Francis M. Newman Student Loan Fund
William H. Porter Student Loan Fund
Justin M. Ricker Fund
Emma Hardy Slade Student Loan Fund

Endowed Professorships

(year established)

Burr Professorship of Chemistry and Natural History (1829)
John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
Levi P. Morton Professorship of Latin and French (1887)
Beman Professorship of Mathematics (1893)
James B. Jermain Professorship of Political Economy (1901)
A. Barton Hepburn Women's Professorship (1908)
George Nye and Anne Walker Boardman Professorship of

Mental and Moral Science (1908)
Paige-Wright Professorship of Economics (1913)
Fletcher D. Proctor Professorship of American History (1918)
Henry Norman Hudson Professorship of English (1920)
A. Barton Hepburn Professorship of Economics (1922)
John C. McCullough Professorship of Chemistry (1924)
Julian W. Abernethy Professorship of American Literature (1933)
Albert D. Mead Professorship of Biology (1949)
George Adams Ellis Professorship of Liberal Arts (1956)
Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
Charles A. Dana Professorships (1966)
Irene Heinz and John LaPorte Given Professorship in Pre-medical Sciences (1966)
Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
Christian A. Johnson Professorship in Art History (1974)
Christian A. Johnson Professorship in the Performing Arts (1974)
William R. Kenan, Jr., Professorship (1975)
Christian A. Johnson Distinguished Professorship in Economics (1977)
Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
C.V. Starr Professorship in Linguistics and Language (1979)
Fiftieth Anniversary Chair in the Italian School (1981)
Benjamin F. Wissler Professorship in Physics (1983)
John M. Kirk, Jr., Chair in Medieval Literature at the Bread Loaf School of English (1984)
Fletcher Chair in the Arts (1985)
Pardon Tillinghast Chair in History, Philosophy, and Religion (1985)
Donald Everett Axinn Chair in Creative Writing (1987)
Frederick C. Dirks '30 Professorship in Economics and Political Science (1987)
C.V. Starr Professorship in Russian and Eastern European Studies (1987)
African Studies Professorship (1987)
Kawashima Professorship in Japanese Studies (1988)
Alan R. Holmes Chair in Monetary Economics (1989)
M. Ruth Marino Chair in the Bread Loaf School of English (1989)
Walter Cerf Distinguished College Professor (1996)
Reginald L. Cook '24 Professorship in American Literature (1997)
Lois Behrman Watson '51 Professorship in French (1998)
Curt C. and Else Silberman Professorship in Jewish Studies (1998)
Borgen Family Coaching Chair (1998)

Endowed Lectureships

Julian W. Abernethy Lecture
Donald Everett Axinn Annual Public Lecture
Jean Berger Discretionary Music Initiative
Jean Boorsch Lectureship
Willard Duncan Carpenter '14 Memorial Lecture Fund
Class of 1914 Lecture
David W. Courter Fellows Program
Elizabeth Drew Memorial Lecture Fund
William H. Edmunds '17 Memorial Fund
John Hamilton Fulton Memorial Lectures
Charles S. Grant Memorial Lecture
Hirschfield Film Endowment
Scott A. Margolin '99 Environmental Affairs Lecture Fund
Hannah A. Quint Lectureship in Jewish Studies
George B. Saul II Lecture Fund
Professor David K. Smith Visiting Economic Lecture Series
Samuel S. Stratton Lecture
Charles and Jessica Swift Lecture Fund
Robert W. van de Velde, Jr., '75 Memorial Lecture Series
Carl and Anna Zernik Memorial Fund

Endowed Faculty Support

Pell Fund
Professor Llewellyn R. Perkins and Dr. Ruth M. Perkins Memorial Faculty Research Fund

President and Fellows

President of the College

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
Middlebury, VT

Charter Trustees

(Dates indicate year first elected and year term expires.)

Churchill G. Franklin '71
A.B. (1989, 2004)
Boston, MA

Nancy Coffrin Furlong '75
A.B. (1994, 2009)
Burlington, VT

Claire W. Gargalli '64
A.B. (1987, 2002)
Philadelphia, PA

Robert C. Graham, Jr., '63
A.B. (1992, 2007)
Stamford, CT

Betty Ashbury Jones '86 (M.A.)
A.B., M.A. (1994, 2009)
Louisville, KY

William H. Kieffer III '64
A.B. (1992, 2007)
Boston, MA

Jane Bryant Quinn '60
A.B., LL.D. (1986, 2001)
North Salem, NY

Polyvios C. Vintiadis
A.B., M.A. (1995, 2010)
Greenwich, CT

Term Trustees

Peter I. Bijur
A.B., M.B.A. (1994, 2004)
New Canaan, CT

Nicholas R. Clifford
A.B., M.A., Ph.D. (1994, 2001)
New Haven, VT

Drucilla Cortell Gensler '57
A.B. (1994, 2004)
Mill Valley, CA

Reed L. Harman '68
A.B. (1993, 2003)
Palos Verdes, CA

Robert A. Jones '59
A.B., M.B.A., LL.D. (1997, 2002)
Incline Village, NV

L. Dennis Kozlowski
B.S. (1999, 2004)
North Hampton, NH

Louis Marx, Jr.
A.B. (1995, 2000)
New York, NY

Garrett M. Moran '76
A.B., M.B.A. (1997, 2002)
Greenwich, CT

Thomas P. Salmon
A.B., J.D., LL.M. (1997, 2002)
Rockingham, VT

Frank W. Sesno '77
A.B. (1994, 2004)
Great Falls, VA

J. Lea Hillman Simonds '69
A.B. (1994, 2004)
Pittsburgh, PA

John Spencer
A.B., Ph.D. (1998, 2003)
Wainscott, NY

Marna C. Whittington
A.B., M.S., Ph.D. (1999, 2004)
Wilmington, DE

Kendrick R. Wilson III
A.B., M.B.A. (1999, 2004)
Katonah, NY

Alumni Trustees

Frederick M. Fritz '68
A.B., M.B.A. (1999, 2004)
Concord, MA

Jane W. Harvey '85
A.B., J.D., LL.M. (1996, 2001)
Seattle, WA

Thomas J. Knox '84
A.B., J.D. (1995, 2000)
Washington, DC

Roxanne McCormick Leighton '67
A.B. (1996, 2001)
Bolton, MA

Michael C. Obel-Omia '88
A.B., M.A. (1997, 2003)
Needham, MA

Mary MacArthur Wendell '69
A.B. (1999, 2004)
Milton, MA

Trustees Emeriti

(Dates indicate year of first election to Board of Trustees and effective date of emeritus status.)

James I. Armstrong
Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)
South Berwick, ME

Mary Williams Brackett '36
A.B., M.A., Ph.D., Litt.D. (1969, 1984)
Wilton, CT

Dort A. Cameron III '67
A.B., M.B.A. (1983, 1998)
Bedford Hills, NY

Allan R. Dragone, Sr., '50
A.B., LL.D. (1978, 1994)
Darien, CT

Willard T. Jackson '51
A.B., M.B.A., LL.D. (1973, 1993)
Cornwall, VT

Arnold R. LaForce '35
B.S., M.B.A., LL.D. (1961, 1980)
Mendham, NJ

C. Irving Meeker '50
A.B., M.D. (1979, 1995)
Portland, ME

Jonathan O'Herron
A.B., M.B.A. (1980, 1996)
New York, NY

Patricia Judah Palmer '57
A.B. (1982, 1997)
Wellesley Hills, MA

Milton V. Peterson '58
A.B., L.H.D. (1983, 1998)
Fairfax, VA

W. Kyle Prescott '49
A.B. (1978, 1994)
Mississauga, ON, Canada

Raymond J. Saulnier '29
B.S., M.A., Ph.D., LL.D. (1958, 1979)
Chestertown, MD

David E. Thompson '49
A.B. (1974, 1995)
Panton, VT

Hilton A. Wick
A.B., LL.B. (1969, 1984)
Burlington, VT

Robert P. Youngman '64
A.B., D.A.H. (1980, 1996)
New York, NY

Administration and Staff 1999-2000

Information available as of 4/15/99
Calendar year indicates first date of appointment; second date, appointment to present position

Office of the President

President
John M. McCardell, Jr., A.B., Ph.D., Litt.D. (1976, 1992)

Executive Assistant to the President, Secretary of the Corporation
Betsy M. Etchells, A.B. (1981, 1988)

Special Assistant to the President
Leroy Nesbitt, Jr., A.B., J.D. (1992)

Secretary of the College
Eric L. Davis, A.B., M.A., Ph.D. (1980, 1997)

Academic Program

Executive Vice President and Provost of the College
Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1995)

Special Assistant to the Provost
Timothy Spears, A.B., Ph.D. (1990, 1999)

Dean of the Faculty
Robert Schine, A.B., M.A., Ph.D. (1985, 1997)

Assistant to the Dean of the Faculty
Donna L. McDurfee, A.B. (1988, 1994)

Associate Dean of the Faculty
Alison Byerly, A.B., M.A., Ph.D. (1989, 1998)

Associate Dean of the Faculty
James Larrabee, B.S., M.A., Ph.D. (1986, 1998)

Assistants to the Academic Administration
Susan H. Perkins (1990)
Mari C. Price (1988-90, 1994)

Director of the Center for the Arts
Susan E. Stockton, A.B., M.F.A. (1995)

College Curator; Director of the Museum of Art
Richard H. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)

Administrative Director of the Science Center
Timothy H. Wickland, A.B. (1986)

Director of Writing and First-Year Seminar Program
Kathleen Skubikowski, A.B., M.A., Ph.D. (1983, 1989)

Director of Academic Support
Janine Clookey, B.S., M.S. (1984, 1991)

Director of Student Fellowships and Scholarships
Arlinda Ardister Wickland, A.B., M.A. (1980, 1997)

Library

College Librarian
Ronald E. Rucker, A.B., M.A., M.L.S. (1976)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Abernethy Curator and Archivist
Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 1985)

Catalog Librarian
Joy Pile, A.B., M.M., M.L.S. (1989)

Collection Management Librarian
Joanne S. Hill, A.B., M.L.S. (1980, 1981)

Davison Librarian
Christopher Brady, B.A., M.L.S. (1990, 1997)

Head of Circulation Services
Judith Watts, A.B., M.L.S. (1980, 1993)

Flanders Curator; Reference Librarian
Jennifer Post, A.B., M.A., M.L.S., Ph.D. (1979, 1994)

Music Librarian
Jerry McBride, B.M., M.M., M.L.S. (1986)

Reference Librarian
Jean Simmons, A.B., M.L.S. (1984, 1985)

Reference Librarian; Instruction Librarian
Patricia Gray, A.B., M.L.S. (1989, 1990)

Reference Librarian; Science Librarian
Susan W. Tucker, A.B., M.L.S. (1976, 1978)

Systems Librarian
Michael Lynch, A.B., M.L.S. (1996)

Information Technology Services

Director of Information Technology Services
Jeffrey R. Rehbach, A.B., M.A., M.L.S. (1981, 1999)

Director of Administrative Information Systems
Ronald McKinnon, A.B., M.S. (1980, 1995)

Codirector of Computing and Network Services
Thomas J. Cutter, A.A. (1993, 1999)

Codirector of Computing and Network Services
James E. Stuart, A.B. (1993, 1999)

Director of Instructional Technology
Sheldon C. Sax, A.B., M.A. (1984, 1995)

Director of Media Services
Ernest R. Longey (1974, 1995)

Director of Telephone Services
Margaret A. Fischel, A.B. (1985, 1995)

Scheduling Coordinator
Peter F. Bouchard, B.S., M.M. (1997)

Student Services

Dean of Student Affairs
Ann Craig Hanson, A.B., M.Ed., Ph.D. (1988, 1999)

Associate Dean of Student Affairs; Director of National Coalition Building Institute; International Student Adviser
Kathy Foley-Giorgio, A.B., M.Ed. (1997, 1999)

Associate Dean of Student Affairs
To be announced

Dean of Advising
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Dean of Wonnacott Commons
Matthew Longman, A.B., M.Ed. (1989, 1999)

Dean of Atwater Commons
Scott Barnicle, A.B., M.Ed. (1998, 1999)

Dean of Brainerd Commons
To be announced

Dean of Ross Commons
To be announced

Dean of Cook Commons
To be announced

Dean of Commons
Katherine Ebner, A.B. (1992, 1999)

Residential Systems Coordinator
Paige Budelsky, A.B. (1998, 1999)

Director of Undergraduate Records
Lucinda A. Belanger (1976, 1983)

Director of Public Safety
To be announced

Executive Director (Interim), Career Services Office
James D. Shattuck, A.B., M.A. (1999)

Assistant Director, Career Services Offices
Marlisa Simonson, A.B. (1997)

Chaplain
Laurel Macaulay Jordan, A.B., M.Div., M.A. (1996)

Director of the Center for Counseling and Human Relations
Gary F. Margolis, A.B., Ph.D. (1972)

Psychologist; Coordinator of Psychological Testing and Evaluation
Brenda Andrieu, A.B. (2), M.A., Ph.D. (1988)

Mental Health Counselor
Virginia Logan, B.A., M.A. (1998)

Director of Health Education; Educational Coordinator of Sexual Harassment Prevention
Marianna McShane, A.B., M.A. (1982, 1990)

Medical Director of the George Parton Health Center
Ruth K. Grant, M.D. (1986)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, B.S.N., M.S.N. (1992)

Director of Student Activities
Tiffany Sargent, A.B. (1985, 1989)

Associate Director of Student Activities; Coordinator of Leadership Programs
Francy Magee, A.B., M.A. (1995)

Assistant Director of Student Activities and Student Center Coordinator
Jeffrey H. Gillooly, A.B., M.Ed. (1997)

Coordinator, Americans with Disabilities Act Services
Elizabeth Christensen, A.B. (1995)

Assistant Director, Commons Planning
Nathan Johnson A.B. (1998)

Director of Academic Support
Janine Clookey, B.S., Sc.M. (1984, 1991)

Admissions and Financial Aid

Dean of Enrollment Planning
Michael D. Schoenfeld, A.B., M.Ed. (1981, 1995)

Director of Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1995)

Assistant to Dean of Enrollment Planning and Director of Admissions
Carol A. Bushey, A.A. (1982, 1995)

Associate Director of Admissions, Special Projects
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions; Multicultural Admissions, Transfers
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions; International Admissions, Publications
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions, Alumni Admissions Program
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions, Operations/Technology
Bertram D. Phinney, A.B. (1973, 1982)

Assistant Director of Admissions
Douglas A. Badger, A.B. (1996)

Assistant Director of Admissions
Ian F. McCray, A.B. (1995, 1997)

Assistant Director of Admissions
Alyssa J. Sinclair, A.B., M.A. (1996, 1998)

Admissions Counselor
Katie Flanagan, A.B. (1997)

Admissions Counselor
Benjamin Lucas, A.B. (1997)

Admissions Counselor
Amy Wlodarski, A.B. (1997)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Jacqueline Davies, A.B. (1992, 1997)

Assistant Director of Financial Aid
Steven W. Dwire, A.B. (1997)

Loan Coordinator/Office Manager
Mary T. Brady, B.A., (1998)

Financial Aid Assistant
Gail J. Rothman, B.S. (1987)

Financial Aid Assistant
Marguerite Corbin (1997)

Athletics Program

Director of Athletics
Russell L. Reilly, A.B., M.Ed. (1977, 1997)

Assistant Director of Athletics; Coach of Women's/Men's Tennis
Gail D. Smith, B.S., M.Ed. (1977)

Coach of Nordic Skiing, Men's/Women's Cross-Country
Terry L. Aldrich, B.S. (1975)

Coach of Men's Ice Hockey, Golf
William Beaney, A.B. (1986)

Coach of Men's/Women's Track; Strength Coach
Martin Beatty, A.B. (1987)

Coach of Men's Basketball; Assistant Coach of Women's Soccer
Jeffrey C. Brown, A. B. (1997)

Director of Men's/Women's Swimming; Director of Natatorium
Peter Solomon, B.S., M.A. (1997)

Coach of Field Hockey, Women's Lacrosse
Carson W. Foote, B.S. (1977)

Coach of Women's Soccer and Softball
Diane R. Boettcher, B.S., M.Ed. (1998) (1994)

Coach of Women's Basketball
Noreen B. Pecsok, A.B. (1998)

Coach of Football
Michael G. Heinecken, B.S., M.Ed. (1973)

Coach of Women's Ice Hockey; Assistant Coach of Football
William Mandigo, A.B. (1988)

Coach of Men's Lacrosse; Assistant Coach of Football
Erin Quinn, A.B., M.A.T. (1990)

Coach of Men's Soccer, Women's Squash
David J. F. Saward, B.Ed., M.Ed. (1985)

Coach of Men's/Women's Alpine Skiing; Assistant Coach of Men's Soccer
Mark D. Smith, A.B. (1994)

Coach of Baseball; Director of Club Sports/Intramurals; Director of Physical Education
Robert L. Smith, A.B., M.A. (1979)

Assistant Coach of Women's Nordic Skiing, Track
Patricia Ross-Tran, B.S. (1988)

Assistant Coach of Football, Men's Lacrosse
Robert D. Ritter, A.B. (1995)

Head Athletic Trainer
David P. Matthews, B.S., M.A. (1983)

Athletic Trainer
W. Kelly Cray, B.S. (1993)

Athletic Trainer
Kimberly V.M. Cunningham, M.S.A.T.C. (1996)

Physical Therapist
Susan E. Murphy, A.B. (1976)

External Affairs

Vice President for External Affairs
William F. Melton II, A.B. (1993)

Director, External Affairs Administration
Shelley Glassner, A.B., M.A.T. (1988, 1993)

College Editor
Rachel Morton, A.B. (1994)

Director of Alumni and Parent Programs
Elizabeth H. Robinson, A.B., M.A. (1994)

Director of Annual Giving
Risé L. Drake (1996, 1997)

Director of the Bicentennial Campaign
Penelope Peoples, A.B., Ph.D. (1997)

Director of Bicentennial Planning
Mona M. Wheatley, A.B., M.Ed. (1980, 1995)

Director of Development
Ann E. Crumb, A.B., M.A. (1990, 1994)

Director of Grants
Susan Véguez, A.B., M.A. (1979, 1984)

Director of Principal Gifts
Ann Jones-Weinstock, A.B., M.S. (1995)

Director of Trusts and Estates
Terry D. Mayo, A.B., M. Ed. (1995)

Director of Public Affairs
Philip G. Benoit, A.B., M.A. (1996)

Director of Publications
Steven K. Metzler, B.S., M.A., M.F.A. (1989, 1994)

Director of Research and Records
Kim Ehritt, A.B. (1982, 1988)

Executive Director of Communications
Ned Quigley, B.A., Ed.M. (1998)

Executive Secretary, Alumni Association
Hugh W. Marlow, A.B. (1980, 1984)

Business Management

Executive Vice President and Treasurer
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)

Vice President of Administration, Chief Financial Officer
F. Robert Huth, Jr., A.B., M.B.A. (1998)

Director of Institutional Research
Rebecca Brodigan, A.B., M.P.A. (1998)

Director of Human Resources; Assistant Treasurer
Thomas J. Corbin, B.B.A. (1989, 1994)

Associate Director of Human Resources
Kathryn V. Bryne, A.B., M.B.A. (1992, 1994)

Assistant Director of Human Resources for Staff Development
Mary M. Hurlie, B.A., M.S. (1996)

Assistant Director of Human Resources for Compensation
Sandra E. White, A.B. (1992)

Assistant Director of Human Resources for Compensation
Martin V. Thompson (1996)

Assistant Treasurer and Comptroller
Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)

Bursar
Sandra L. Vivian, A.B., M.B.A. (1991, 1997)

Gift and Endowment Officer
Rhoda M. Rader, B.S. (1979, 1996)

Director of Academic Facilities Planning
C. Randall Landgren, A.B., M.A., Ph.D. (1977, 1996)

Administrative Consultant
Amy Jo Emerson, B.S., M.S., C.A., C.P.A. (1973, 1986)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Purchasing Agent
Howard W. Brush (1980, 1983)

Manager/PGA Golf Professional
Jim Dayton (1999)

Manager of Snow Bowl
Peter Mackey, B.A. (1987, 1995)

Director of Dining Services
Peter J. Napolitano, B.S., M.S. (1997)

Manager of Mailing Service and Reprographics
Steven K. Goodman (1983, 1994)

College Forester
Stephen W. Weber, A.B., M.S. (1978, 1980)

Manager of College Store
Robert T. Santry, A.B. (1993)

Director of Facilities Management
Jon C. Woodbury, B.S. (1978)

Assistant Director of Facilities Management for Engineering and Utilities
Arthur J. Thorne (1968, 1980)

Assistant Director of Facilities Management for Facilities Maintenance and Operation
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Assistant Director of Facilities Management for Custodial Services
Linda L. Ross (1980, 1994)

Bread Loaf School of English

Director of the Bread Loaf School of English
James H. Maddox, A.B., M.A., Ph.D. (1989)

On-Site Director of Bread Loaf at Lincoln College, Oxford, England
Stephen Donadio, A.B., M.A., Ph.D. (1993, 1998)

On-Site Director of Bread Loaf in New Mexico
Tilly Warnock, A.B., M.A., Ph.D. (1995)

On-Site Director of Bread Loaf in Alaska
Lucy Maddox, A.B., M.A., Ph.D. (1999)

Administrative Associate Bread Loaf School of English
Elaine Lathrop (1980)

Bread Loaf Writers' Conference

Director of the Bread Loaf Writers' Conference
Michael Collier, A.B., M.F.A. (1995)

Administrative Director of the Bread Loaf Writers' Conference
Devon Jersild, A.B., M.A. (1995)

Administrative Assistant and Coordinator of Admissions of the Bread Loaf Writers' Conference
Carol Knauss, A.B. (1975, 1989)

Languages and International Studies

Dean of Languages and International Studies
Michael R. Katz, A.B., D.Phil. (1983, 1998)

Associate Dean of the Language Schools
Carole Cavanaugh, A.B., Ph.D. (1990, 1998)

Senior Assistant to the Dean of Languages and International Studies, and Coordinator of Graduate Alumni Affairs
Elizabeth Karnes, A.B. (1986, 1989)

Assistant to the Dean of Languages and International Studies
Linda D. Marchica, A.A. (1975, 1977)

Director of Academic Records for the Language Schools and Bread Loaf School of English
Marilyn L. Ewell, A.B.S. (1971, 1980)

Director of Marketing and Communications for the Language Schools
Robert J. Keren, A.B. (1997)

Administrative and Operations Manager for the Language Schools
Christa E. Clifford, A.B. (1998)

Budget Assistant and Faculty Personnel Coordinator for the Language Schools
Sandra A. Bonomo (1986, 1995)

Director of the School of Arabic
Nabil M.S. Abdelfattah, B.A., M.A., Ph.D. (1984, 1998)

Director of the Chinese School
T. Richard Chi, B.A., M.A., Ph.D. (1992)

Director of the French School
Jean-Claude Redonnet, Agrégation, Doctorat IIIème cycle, Doctorat d'Etat és-lettres (1980, 1998)

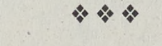
Director of the German School
Jochen H. Richter, M.A., Ph.D. (1991, 1997)

Director of the Italian School
Michael Lettieri, B.A., M.A., Ph.D. (1988, 1995)

Director of the Japanese School
Masakazu Watabe, B.A., M.A., Ph.D. (1991)

Director Designate of the Russian School
Benjamin Rifkin, B.A., M.A., A.M., Ph.D. (1990,1999)

Director of the Spanish School
Karen E. Breiner-Sanders, B.A., M.A., Ph.D. (1998)



Director of Off-Campus Study
David A.J. Macey, A.B., M.A., M.Phil., Ph.D. (1978, 1995)

Associate Director of Off-Campus Study
Elizabeth B. Ross, B.A., Ed.M. (1997)

Director of the School in France
Nancy M. O'Connor, A.B., Ph.D. (1977, 1999)

Director of the School in Germany
To be announced

Director of the School in Italy
Anna L. Barsanti (1976)

Director of the School in Spain
Kim Griffin, B.A., M.A., Ph.D. (1982, 1996)

Director of the School in Russia
Mark H. Teeter, A.B., M.A., Ph.D. (1997), on leave

Interim Director of the School in Russia
To be announced

FACULTY

(This list reflects faculty status as of May 14, 1999.)

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

Ronald D. Liebowitz
A.B., Bucknell University; M.A., Ph.D., Columbia University
Executive Vice President and Provost (1995); Professor of Geography (1984)

Eric L. Davis
A.B., Brown University; M.A., Ph.D., Stanford University
Secretary of the College (1997); Professor of Political Science (1980)

Robert S. Schine
A.B., Kenyon College; M.A., Universität Freiburg; Ph.D., Jewish Theological Seminary of America
Dean of the Faculty (1997); Professor of Religion (1985)

James A. Larrabee
B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Dean of the Faculty (1998); Professor of Chemistry (1986)

Alison Byerly
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Associate Dean of the Faculty (1998); Associate Professor of English (1989)

❖ ❖ ❖

Stephen B. Abbott
A.B., Colgate University; M.S., Ph.D., University of Virginia
Assistant Professor of Mathematics (1993)

Katherine Smith Abbott
A.B., St. Olaf College; M.A., Ph.D., Indiana University
Visiting Assistant Professor of History of Art and Architecture (1996); part-time

Eve Adler
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977); on leave

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

Holly M. Allen
A.B., Brown University; Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1994)

Julia Alvarez
A.B., Middlebury College; M.A., Syracuse University
Writer-in-Residence (1988)

Glenn M. Andres
B. Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of History of Art and Architecture (1970)

Alicia B. Andreu
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976); on leave

Richard T.W. Arthur
A.B., Oxford University; M.A., McGill University; Ph.D., University of Western Ontario
Professor of Philosophy (1985)

Cynthia Packert Atherton
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Associate Professor of History of Art and Architecture (1987-88, 1989)

David H. Bain
A.B., Boston University
Visiting Lecturer in English (1987); part-time

Alexandra T. Baker
A.B., Hunter College; M.A., Indiana University
Lecturer in Russian (1967)

Carol Bakhos
A.B., Boston College; M.A., Harvard University
Visiting Instructor in Religion (1998)

Cates Baldridge
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Professor of English (1986)

Mireille Barbaud-McWilliams
Ph.D., Université de Paris X-Nanterre
Visiting Assistant Professor of French (1979, 1989); part-time

Tammy L. Barlow
A.B., University of Massachusetts, Amherst; M.A., Boston College
Visiting Instructor in Economics (1999)

Ian J. Barrow
A.B. Wesleyan University; M.A., Ph.D., University of Virginia
Assistant Professor of History (1998)

Stanley P. Bates
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971); Walter Cerf Distinguished College Professor (1996)

William Beaney
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin C. Beatty
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Lisa Beck
A.B., M.A., Castleton State College
Visiting Instructor in Teacher Education (1996); part-time

Daniel P. Bedford
A.B., Jesus College, University of Oxford; M.A., Ph.D., University of Colorado
Assistant Professor of Geography (1997)

Eduardo C. Béjar
A.B., B.Arch., Rice University; M.A., Ph.D., University of Massachusetts
Professor of Spanish (1985)

Barbara L. Bellows
A.B., M.A., Ph.D., University of South Carolina
Professor of History (1983); on leave

Evan N. Bennett
A.B., Harvard University; M.M., Juilliard School; M.F.A., Princeton University
Visiting Instructor in Music (1993)

John D. Berninghausen
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976); Charles A. Dana Professor (1993)

John A. Bertolini
A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English and Film (1975); George Adams Ellis Professor of Liberal Arts (1997)

Mary Ellen Bertolini
A.B., College of New Rochelle; M.A.T., Wesleyan University; M.A., Middlebury College
Lecturer, Tutor in Writing (1993)

Thomas R. Beyer, Jr.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Timothy Billings
A.B., Pomona College; M.F.A., M.A., Ph.D., Cornell University
Assistant Professor of English (1998)

Erik Bleich
A.B., Brown University; M.A., Harvard University
Instructor in Political Science (1999)

Suzanne Bocanegra
B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Studio Art (1988); teaching winter, spring

Diane Boettcher
B.S., M.Ed., University of Vermont
Assistant Professor of Physical Education (1998)

Daniel Brayton
A.B., Williams College; M.A., University of North Carolina, Chapel Hill; M.A., Cornell University
Visiting Instructor in English (1999)

Priscilla Bremser
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Professor of Mathematics (1984)

Amy J. Briggs
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1994)

Pieter B. F. J. Broucke
B.Arch., Higher Institute of Architecture, Belgium; M.A., University of Minnesota; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of History of Art and Architecture (1995)

Jeffrey C. Brown
A.B., University of Vermont
Assistant Professor of Physical Education (1997)

David A. Bumbeck
B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Professor of Studio Art (1968)

Richard C. Bunt
A.B., M.S., Northwestern University; Ph.D., Stanford University
Assistant Professor of Chemistry (1998)

James P. Butler, Jr.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Studio Art (1981); on associate status

Jeffrey H. Byers
B.S., University of Rochester; Ph.D., Dartmouth College
Professor of Chemistry (1986)

Penny Campbell
A.B., Bennington College
Lecturer in Dance (1985)

Susan M. Campbell
B.S., Denison University; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1993)

Sandra Carletti
Diploma, University of Bologna; M.A., Ph.D., Johns Hopkins University
Assistant Professor of Italian (1991)

Jeffrey Carpenter
B.S., University of Minnesota; M.A., University of Massachusetts, Amherst
Instructor in Economics (1999)

Jeffrey W. Cason
A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Political Science (1994); on leave

David Castronuovo
A.B., Yale University; M.S., Indiana University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Italian (1994, 1996)

Carole Cavanaugh
A.B., Temple University; Ph.D., Yale University
Associate Professor of Japanese (1990); Associate Dean of Language Schools (1998)

Jane Chaplin
A.B., Brown University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1992)

Rick Chartrand
B.Sc., University of Manitoba; M.A., University of California, Berkeley
Visiting Instructor in Mathematics and Computer Science (1999)

Gregory Kuei-ke Chiang
A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi
B.S., Seoul National University; M.A., Korean Advanced Institute of Science; Ph.D., Princeton University
Associate Professor of Chemistry (1987)

Robert R. Churchill
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978); William R. Kenan, Jr., Professor (1997)

Michael Paul Claudon
A.B., University of California, Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970); Frederick C. Dirks Professor of Economics (1996)

Dawn Clements
A.B., Brown University; M.A., M.F.A., State University of New York, Albany
Christian A. Johnson Visiting Artist-in-Residence (1999); teaching spring

François Clemmons
B.M., Oberlin College; M.F.A., Carnegie-Mellon University; D.A. (Hon.), Middlebury College
Twilight Artist-in-Residence (1998)

Janine Clookey
B.S., State University of New York, Buffalo; M.S., Brown University
Lecturer in Mathematics (1984); Director of Academic Support (1991)

Robert G. Cluss
A.B., Boston University; Ph.D., Ohio State University
Associate Professor of Chemistry (1986, 1990); on leave

Robert Cohen
A.B., University of California, Berkeley; M.F.A., Columbia University
Assistant Professor of English (1997)

Raymond A. Coish
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979)

David C. Colander
A.B., M.A., M.Phil., Ph.D., Columbia University
Professor of Economics (1982); Christian A. Johnson Professor of Economics (1982); on leave winter, spring

Marcia L. Collaer
A.B., Bradley University; M.A., University of South Carolina; M.S., University of Arizona; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1996)

Walker Connor
A.B., University of Massachusetts; M.A., Ph.D., Georgetown University
Visiting Professor of Political Science and Distinguished Scholar-in-Residence (1998); teaching fall

Parker H. Croft
A.B., Williams College; M.Arch., Harvard University
Visiting Assistant Professor in Architecture (1990); part-time

Armelle Crouzières-Ingenthron
D.E.U.G., Licence ès Lettres, Maîtrise ès Lettres, D.E.A., Université Paris-Sorbonne (Paris IV); M.A., Ph.D., Boston College
Assistant Professor of French (1997)

Patrick Crowley
B.Sc., M.Sc., University of Bristol, UK; Ph.D., McGill University
Assistant Professor of Economics (1998)

Malcolm Phillip Cutchin
A.B., University of Texas, Austin; M.A., Ph.D., University of Kentucky
Assistant Professor of Geography (1995); on leave

Amrita Daniere
A.B., Dartmouth College; M.P.P., Ph.D., Harvard University
Visiting Assistant Professor of Geography (1999); part-time

Darién J. Davis
A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Associate Professor of History (1992)

Kyoko Hayasaka Davis
A.B., Tsuru University; M.A., St. Michael's College
Lecturer in Japanese (1991)

Sergei Davydov
A.B., Charles University; M.A., Ludwig-Maximillian Universität; Ph.D., Yale University
Professor of Russian (1976-78, 1988)

Matthew H. Dick
B.S., University of Alaska; M.S., Western Washington University; Ph.D., Yale University
Assistant Professor of Biology (1995); on leave

Matthew T. Dickerson
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Associate Professor of Mathematics and Computer Science (1989); on leave

Matthew J. Dickinson
A.B., Boston College; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1999), teaching spring

Susan M. DiGiacomo
A.B., M.A., Ph.D., University of Massachusetts, Amherst
Visiting Assistant Professor of Sociology and Anthropology (1999)

Mary K. Dodge
A.B., University of Iowa; M.A., Ed.D., University of Massachusetts
Visiting Assistant Professor of Teacher Education (1998); teaching fall, spring

Stephen Donadio
A.B., Brandeis University; M.A., Université de Paris-Sorbonne; Ph.D., Columbia University
Professor of American Literature and Civilization and Literary Studies (1977); on leave

David R. Dorman
Sc.B., Hobart College; Sc.M., Ph.D., Brown University
Professor of Mathematics (1984)

Murray P. Dry
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968); Charles A. Dana Professor (1994)

Jeffrey S. Dunham
B.S., University of Washington; M.S., Ph.D., Stanford University
Professor of Physics (1983)

David A. Eaton
A.B., Harvard College; M.P.H., University of California, Los Angeles
Visiting Instructor in Anthropology (1998)

John C. Elder
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor (1995)

John R. Elder
A.B., Rutgers University; M.A., Ph.D., University of Virginia
Assistant Professor of Economics (1998)

John D. Emerson
A.B., University of Rochester; M.S., Ph.D., Cornell University
Professor of Mathematics (1973)

Jule Emerson
A.B., St. Cloud State University; M.F.A., New York University
Artist-in-Residence, with the rank of Assistant Professor of Theatre (1990)

Elizabeth Endicott
A.B., Trinity College, CT; M.A., Yale University; M.A., Ph.D., Princeton University
Associate Professor of History (1983, 1995)

Elizabeth Leigh Ennen
B.A., University of North Carolina; Ph.D., McGill University
Assistant Professor of Philosophy (1996)

Mark Evancho
A.B., Baldwin-Wallace College; M.F.A., Western Illinois University
Associate Professor of Theatre (1991)

Deborah Marie Evans
A.B., University of Michigan; M.A., University of North Carolina
Visiting Instructor in English and American Literature (1996); teaching winter, spring

Cheryl Faraone
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Associate Professor of Theatre (1986)

Christopher L. Fastie
A.B., Johns Hopkins University; M.S., University of Vermont; Ph.D., University of Alaska, Fairbanks
Visiting Scholar, Department of Biology (1998)

Dwight Fee
B.S., Virginia Commonwealth University; M.A., University of Essex, UK; Ph.D., University of California, Santa Barbara
Visiting Assistant Professor of Sociology (1998)

Valentin R. Ferdinán
Lic., University de la República; M.A., Ph.D., Stanford University
Assistant Professor of Spanish (1998)

Robert L. Ferm
A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale University
Professor of Religion (1964-65, 1969); Pardon Tillinghast Professor of History, Philosophy, and Religion (1987); on associate status

Miguel Fernández
A.B., M.A., Middlebury College; M.A., Johns Hopkins University
Instructor in Spanish (1995)

Carson W. Foote
B.S., Springfield College
Assistant Professor of Physical Education (1977)

Michel Gabrielli
Diplôme, Lycée Buffon
Visiting Lecturer in French (1994); part-time

Randall T. Ganiban
A.B., Yale University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1996)

Barbara E. Ganley
A.B., Williams College; M.A., Middlebury College
Lecturer and Tutor in Writing (1990)

Marc Garcelon
A.B., University of Washington; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Sociology (1998)

William O. Gardner
A.B., Columbia University; M.A., Stanford University
Visiting Instructor in Japanese (1999)

Michael E. Geisler
Wissenschaftliche Prüfung für das Lehramt an Gymnasien, Universität Mannheim; Ph.D., University of Pittsburgh
Director of the School in Mainz (1999); Professor of German (1992)

Gloria E. González-Zenteno
Lic., Universidad Autonoma de Guadalajara; M.A., Ph.D., State University of New York, Stony Brook
Assistant Professor of Spanish (1996)

Rebecca Kneale Gould
A.B., Harvard and Radcliffe Colleges; M.A., Emory University; Ph.D., A.M., Harvard University
Assistant Professor of Religion (1998)

Roman Graf
M.A., University of Oregon; Ph.D., University of North Carolina
Assistant Professor of German (1993)

Heidi E. Grasswick
A.B., University of Victoria; M.A., Dalhousie University; Ph.D., University of Minnesota
Assistant Professor of Philosophy (1996)

Arthur St. Leger Grindon
A.B., University of California, Berkeley; M.A., Ph.D., New York University
Associate Professor of Film/Video (1987)

Samuel Guarnaccia
B.M., North Carolina School of the Arts; M.F.A., California Institute of the Arts
Visiting Lecturer in Spanish (1999), part-time

Kimberly A. Hannula
A.B., Carleton College; Ph.D., Stanford University
Assistant Professor of Geology (1993)

Ann Craig Hanson
A.B., Stanford University; M.Ed., Harvard University; Ph.D., University of California, Los Angeles
Dean of the College (1997); Dean of Student Affairs (1991)

William B. Hart
A.B., Ohio Wesleyan University; M.A., Ph.D., Brown University
Assistant Professor of History (1993)

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-Universität; Ph.D., University of Wisconsin
Assistant Professor of Geography (1993)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966); Henry Norman Hudson Professor of English (1996)

Barbara K. Hofer
A.B., University of South Florida; Ed.M., Harvard University; Ph.D., University of Michigan
Assistant Professor of Psychology (1998)

Timothy T. Huang
B.S., Massachusetts Institute of Technology
Instructor in Mathematics and Computer Science (1997)

John Huddleston
A.B., Yale University; M.F.A., San Francisco State University
Associate Professor of Studio Art (1987)

Brigitte E. Humbert
Licence, Université de Besancon, France; M.A., Ph.D., University of Nebraska
Assistant Professor of French (1995)

John M. Hunisak
A.B., Williams College; M.A., Ph.D., New York University
Professor of History of Art and Architecture (1970)

Jonathan T. Isham
A.B., Harvard College; M.A., Johns Hopkins University
Instructor in Economics (1999)

Travis B. Jacobs
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher Proctor Professor of American History (1992)

Nan Jenks-Jay
A.B., Kent State University; M.E.S., Yale University
Director of Environmental Affairs and Planning; Lecturer (1997)

Augustus E. Jordan
A.B., Emory University; M.Div., Yale University; M.A., Ph.D., University of Notre Dame
Assistant Professor of Psychology (1996)

Laurel Macauley Jordan
A.B., Middlebury College; M.Div., Yale University; M.A., University of Notre Dame
Chaplain (1996)

Daphne E. Kalotay
A.B., Vassar College; M.A., Ph.D., Boston University
Visiting Assistant Professor of English (1999)

Michael Katz
A.B., Williams College; A.B., M.A., D.Phil., Oxford University
Dean of Languages and International Studies (1998)

John P. Keenan
A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Professor of Religion (1986)

Thomas Kelly
A.B., University of Notre Dame; M.A., Ph.D., University of California, Riverside
Assistant Professor of Economics (1997)

Constance N. Kenna
A.B., Elmira College; M.A., Yale University
Lecturer in German (1971, 1973)

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Associate Professor of Political Science and Environmental Studies (1990)

Edward C. Knox
A.B., Wesleyan University; Ph.D., Yale University
Professor of French (1969); College Professor (1998)

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977); part-time

Kathryn Kramer
A.B., Marlboro College; M.A., Johns Hopkins University
Assistant Professor of English (1997); on leave

Michael Kraus
A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980)

Bethany Ladimer
A.B., Barnard College; M.A., Ph.D., Columbia University
Professor of French (1978-81, 1986); on leave

Marjorie E. Lamberti
A.B., Smith College; M.A., Ph.D., Yale University
Professor of History (1964); Charles A. Dana Professor (1984)

Lisa M. Landino
B.S., Nazareth College; Ph.D., University of Virginia
Assistant Professor of Chemistry (1997)

Judith A. Layzer
A.B., University of Michigan; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Political Science (1998)

Russell J. Leng
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966); James Jermain Professor of Political Economy (1997)

Karl L. Lindholm
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Assistant Professor of American Literature and Civilization (1981); Dean of Advising (1996)

Andrea H. Lloyd
A.B., Dartmouth College; M.S., University of Alaska; Ph.D., University of Arizona
Assistant Professor of Biology (1996); on leave fall

Antonia Losano
A.B., Boston University; M.A., University of North Carolina, Chapel Hill; M.A., Cornell University
Visiting Instructor in English (1999)

David A.J. Macey
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Director of Off-Campus Study (1995); Cornelius V. Starr Professor of Russian and East European Studies (1993)

William E. Mandigo
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Geology (1989); on leave

Thomas Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Geology (1989); Director, Lake Champlain Research Consortium (1997)

Gary F. Margolis
A.B., Middlebury College; Ph.D., State University of New York at Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Christopher Marshall
A.B., Middlebury College; M.F.A., University of California, Irvine
Visiting Lecturer in Theatre (1999); teaching fall

Robert P. Martin
B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1976)

Ana Martínez-Lage
Licenciatura, Universidad de Navarra, Spain; Licence de Lettres, Université des Sciences Humaines, France; Ph.D., Pennsylvania State University
Assistant Professor of Spanish (1996); on leave

Peter H. Matthews
A.B., McGill University; M.A., Queen's University; Ph.D., Yale University
Assistant Professor of Economics (1995); on leave

Bettina Matthias
M.A., Universtät Hamburg; Ph.D., University of Washington
Assistant Professor of German (1999)

Tamar Mayer
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Associate Professor of Geography (1985)

Michelle McCauley
A.B., University of Iowa; M.S., Ph.D., Florida International University
Assistant Professor of Psychology (1995); on leave

John P. McWilliams, Jr.
A.B., Princeton University; M.A., Ph.D., Harvard University
Professor of American Literature and Civilization (1977); Julian W. Abernethy Professor of American Literature (1988); on leave

Richard L. Meadows, Jr.
A.B., New College; M.A., University of Virginia; M.A., M.Phil., Yale University
Visiting Instructor in French (1999)

Claudio Medeiros
A.B., Middlebury College; M.A., University of California, Berkeley
Visiting Lecturer in Theatre (1998); part-time

Brett C. Millier
A.B., Yale University; Ph.D., Stanford University
Professor of American Literature and Civilization (1986); Reginald L. Cook Professor of American Literature (1997)

John R. Milsom
B.Mus., University of Surrey; D.Phil., University of Oxford
Professor of Music (1997); Christian A. Johnson Professor of Music (1997)

Donald Mitchell
A.B., Swarthmore College
Lecturer in English and Theatre (1986)

Paul Monod
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Professor of History (1984)

Thomas E. Moran
A.B., Syracuse University; M.A., Ph.D., Cornell University
Assistant Professor of Chinese (1994)

Anne Morey
A.B., Bryn Mawr College; M.A., University of North Carolina, Chapel Hill; Ph.D., University of Texas, Austin
Assistant Professor of American Civilization and Film/Video (1999)

Kathryn T. Morse
A.B., Yale University; M.A., Utah State University; Ph.D., University of Washington
Assistant Professor of History (1997)

Kevin M. Moss
A.B., Amherst College; M.A., Ph.D., Cornell University
Professor of Russian (1983, 1985)

A. David Napier
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Professor of Art and Anthropology (1981, 1984); on leave

Elizabeth Napier
A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Professor of English (1978); on leave

William R. Nash
A.B., Centre College of Kentucky; M.A., Ph.D., University of North Carolina
Assistant Professor of American Literature and Civilization (1995)

Silvia Navia
Lic., Universidad de Oviedo
Visiting Instructor in Spanish (1998), part-time

Eric G. Nelson
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Studio Art (1978)

Margaret K. Nelson
A.B., Swarthmore College; Ph.D., Columbia University
Professor of Sociology (1975); A. Barton Hepburn Women's Professor (1997)

Paul E. Nelson
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990)

Peter B. Nelson
A.B., Dartmouth College; M.A., University of Washington
Visiting Instructor in Geography (1999)

Michael R. Newbury
A.B., Wesleyan University; M.A., Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1993)

Charles A. Nunley
A.B., Middlebury College; Ph.D., Princeton University
Associate Professor of French (1988-89, 1991); on leave

Nancy M. O'Connor
A.B., Swarthmore College; Ph.D., Cornell University
Director of the School in Paris (1999); Professor of French (1977); Lois Watson Professor of French (1998)

Nobuo Ogawa
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Professor of Japanese (1988)

Michael Olinick
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970); John C. Baldwin Professor of Mathematics and Natural Philosophy (1997)

Andrea Olsen
A.B., Millikin University; M.F.A., University of Utah
Professor of Dance (1982); on associate status

Bob Osborne
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979)

Ellen D. Oxfeld
A.B., Williams College; M.A., Ph.D., Harvard University
Professor of Anthropology (1985)

David B. Parfitt
B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan
Assistant Professor of Biology (1999)

Jay Parini
A.B., Litt.D., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); Donald Everett Axinn Professor of Creative Writing (1994); on leave

Noreen Pecsok
A.B., Virginia Polytechnic Institute
Assistant Professor of Physical Education (1998)

Saadia Pekkanan
A.B., Richmond College, UK; M.I.A., Columbia University; Ph.D., Harvard University
Assistant Professor of Political Science (1998)

Edward S. (Ted) Perry
A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978); Fletcher Professor of the Arts (1997)

Bruce B. Peterson
A.B., Middlebury College; M.A., Ph.D., Syracuse University
Professor of Mathematics (1962); College Professor (1989); Dana Professor (1982, 1997)

William P. Peterson
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Associate Professor of Mathematics (1989); on leave

Jennifer Post
A.B., Beloit College; M.L.S., Simmons College; M.A., Ph.D., University of Minnesota
Assistant Professor of Music (1998)

Cassandra W. Potts
A.B., Pomona College; M.A., Ph.D., University of California, Santa Barbara
Associate Professor of History (1990)

Kirsten H. Powell
B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Professor of History of Art and Architecture (1983); Christian A. Johnson Professor of Art (1997)

David Price
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

Robert Prigo
A.B., M.A., Ph.D., University of California, Santa Barbara
Professor of Physics (1980); on leave winter, spring

William H. Pyle
A.B., Harvard University; M.A., Indiana University; Ph.D., Duke University
Assistant Professor of Economics (1999)

Erin C. Quinn
A.B., Middlebury College; M.A.T., Tufts University
Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.
A.B., Middlebury College; M.A., Ph.D., Harvard University
Associate Professor of History (1989)

Sunder Ramaswamy
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Associate Professor of Economics (1990)

Stephen J. Ratcliff
B.S., Case Western Reserve University; Ph.D., Princeton University
Professor of Physics (1985)

Carrie Reed
A.B., University of Illinois; M.A., Ph.D., University of Washington
Assistant Professor of Chinese (1995)

Russell L. Reilly
A.B., Bates College; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Director of Athletics (1997)

David A. Rettinger
A.B., University of Michigan; M.A., Ph.D., University of Colorado
Visiting Assistant Professor of Psychology (1999)

Marc Riess
A.B., State University of New York, Stony Brook; M.A., Ph.D., University of Florida
Professor of Psychology (1978)

Carol E. Rifelj
A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

Robert Ritter
A.B., Middlebury College
Assistant Professor of Physical Education (1995)

E. Burke Rochford, Jr.
A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Professor of Sociology (1986)

Donna M. Rogers
A.B., University of Waterloo; M.A., University of Western Ontario; Ph.D., University of Toronto
Associate Professor of Spanish (1998)

Richard V. Romagnoli
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre (1986)

Thomas M. Root
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

Patricia Ross-Tran
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

Ronald E. Rucker
A.B., Pomona College; M.A., Harvard University; M.L.S., University of California, Berkeley
Librarian, with rank of Professor (1976)

Jeffrey Ruoff
A.B., Cornell University; M.F.A., Temple University; Ph.D., University of Iowa
Assistant Professor of Film/Video (1999)

Peter C. Ryan
A.B., Dartmouth College; M.S., University of Montana; Ph.D., Dartmouth College
Assistant Professor of Geology (1998)

Patricia Saldarriaga
A.B., University of Illinois, Chicago; M.A., Ludwig Maximilian University
Instructor in Spanish (1999)

Walid Saleh
A.B., American University in Beirut; M.A., Yale University
Instructor in Religion (1999)

Theodore Sasson
A.B., Brandeis University; Ph.D., Boston College
Assistant Professor of Sociology (1993)

Richard H. Saunders
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Museum of Art, with rank of Associate Professor (1985)

David J.F. Saward
B.Ed., University of London; M.Ed., Springfield College
Assistant Professor of Physical Education (1985)

Andrea Schaefer
A.B., Middlebury College; M.A., University of Virginia
Visiting Lecturer in English and Theatre (1998)

Daniel Scharstein
M.S., Vordiplom, Universität Karlsruhe; Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1997)

Caroline Schaumann
M.A., University of California, Davis
Visiting Instructor in German (1999)

Peter Schumer
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Professor of Mathematics (1983); on leave

Paula Schwartz
A.B., Duke University; M.A., Columbia University; Ph.D., New York University
Associate Professor of French (1989)

Pavlos Sfyroeras
A.B., University of Athens; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1998)

Sallie P. Sheldon
A.B., M.A., State University of New York, Buffalo; Ph.D., University of Minnesota
Associate Professor of Biology (1985); on associate status

Kathleen Skubikowski
A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, Assistant Professor of English (1983, 1984)

Ugo Skubikowski
A.B., George Washington University; M.A., University of Colorado; Ph.D., Indiana University
Professor of Italian (1981)

Gail D. Smith
B.S., State University of New York, New Paltz; M.Ed., University of Vermont
Assistant Professor of Physical Education (1986); Assistant Director of Athletics (1987)

H. David Smith
A.B., Denison University; M.A., Hollins College; Ph.D., Virginia Commonwealth University
Assistant Professor of Psychology (1994); on leave

Mark D. Smith
A.B., University of Vermont
Assistant Professor of Physical Education (1994)

Robert L. Smith
A.B., University of Delaware; M.A., University of Maine
Assistant Professor of Physical Education (1979)

Tatiana E. Smorodinskaya
M.A., Moscow State University; Ph.D., Ohio State University
Assistant Professor of Russian (1998)

Peter G. Solomon
B.S., North Carolina State University; M. A., University of Connecticut
Assistant Professor of Physical Education (1997)

Paul M. Sommers
A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976)

Katherine Sonderegger
A.B., Smith College; M.Div., S.T.M., Yale University; Ph.D., Brown University
Professor of Religion (1987)

Stephen F. Sontum
A.B., Southern Lutheran College; Ph.D., University of California, Davis
Professor of Chemistry (1983)

Grace H. Spatafora
B.S., Duke University; M.S., University of Richmond; Ph.D., St. Louis University
Assistant Professor of Biology (1992)

Timothy B. Spears
A.B., Yale University; Ph.D., Harvard University
Associate Professor of American Literature and Civilization (1990); Special Assistant to the Provost (1999)

Douglas C. Sprigg
A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975); on leave

David C. Stahl
A.B., M.A., University of California, Santa Barbara; Ph.D., Yale University
Assistant Professor of Japanese (1994)

Allison K. Stanger
B.S., Ball State University; Graduate Diploma, London School of Economics; M.A., Ph.D., Harvard University
Associate Professor of Political Science (1991)

David M. Stoll
A.B., University of Michigan; M.A., Ph.D., Stanford University
Assistant Professor of Anthropology (1997)

Donald A. Stratton
A.B., Earlham College; Ph.D., State University of New York, Stony Brook
Visiting Assistant Professor of Biology (1999); part-time

Kelley R. Swarthout
A.B., Antioch International; M.A., New York University
Visiting Instructor in Spanish (1999)

Regina M. Sweeney
A.B., Tufts University; M.A., Ph.D., University of California, Berkeley
Assistant Professor of History (1992)

Su Lian Tan
A.B., Bennington College; M.M., Juilliard School; M.F.A., Ph.D., Princeton University
Assistant Professor of Music (1992)

Mark Teeter
A.B., Stanford University; M.A., San Francisco State University; Ph.D., Georgetown University
Adjunct Professor of Russian Studies (1999)

Peter E. Thompson
A.B., M.A., Carleton University
Visiting Instructor in Spanish (1999)

Stephen C. Trombulak
A.B., University of California, Los Angeles; Ph.D., University of Washington
Professor of Biology and Environmental Studies (1985); Albert D. Mead Professor of Biology (1997); on leave

Jacob A. Tropp
A.B., Haverford College
Instructor in History (1999)

Pamela S. Vail
A.B., Middlebury College; M.F.A., Smith College
Visiting Lecturer in Dance (1999)

M. Thomas Van Order
A.B., M.A., Ph.D., Rutgers University
Visiting Assistant Professor of Italian (1997)

Vanessa Van Ornam
B.S., University of Nebraska; M.A., University of North Carolina; Ph.D., Washington University in St. Louis
Assistant Professor of German (1996); on leave

Roberto A. Véguez
B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

Carlos Javier Velez-Blasini
A.B., Catholic University of Puerto Rico, Ponce; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1993)

Gregory J. Vitercik
A.B., Columbia University; M.A., Ph.D., State University of New York, Stony Brook
Associate Professor of Music (1986)

William S. Waldron
A.B., Ph.D., University of Wisconsin
Visiting Assistant Professor of Religion (1996)

Neil Waters
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor of Japanese Studies (1990)

Susan K. Watson
A.B., University of California, Berkeley; Ph.D., Cornell University
Assistant Professor of Physics (1996)

Christopher D. Watters
B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983)

David D. Weis
A.B., Earlham College; Ph.D., Indiana University
Visiting Assistant Professor of Chemistry (1998)

Marion A. Wells
A.B., Jesus College, Oxford University; M. Phil., Ph.D., Yale University
Assistant Professor of English (1997)

James West
A.B., M.A., Ph.D., Princeton University
Professor of Humanities (1995)

Mark Williams
A.B., University of Michigan; Ph.D., Harvard University
Assistant Professor of Political Science (1994)

Christopher Kent Wilson
A.B., Illinois Wesleyan University; M.A.R., Yale Divinity School; M.A., M.Phil., Ph.D., Yale University
Professor of Humanities (1979)

P. Frank Winkler, Jr.
B.S., California Institute of Technology; M.S., Ph.D., Harvard University
Professor of Physics (1969); Gamaliel Painter Bicentennial Professor (1997)

Marc S. Witkin
A.B., Harvard University; M.A., Ph.D., University of Chicago
Associate Professor of Classics (1988)

Richard Wolfson
A.B., Swarthmore College; M.S., University of Michigan; Ph.D., Dartmouth College
Professor of Physics (1976)

Paul Wonnacott
A.B., University of Western Ontario; M.A., Ph.D., Princeton University
Visiting Professor of Economics (1994); Alan R. Holmes Visiting Professor of Monetary Economics (1996)

Martha K. Woodruff
A.B., Haverford College; M.Phil., Yale University
Instructor in Philosophy (1996)

Joanna W. Woos
A.B., Oberlin College, M.A., University of Kentucky; Ph.D., Columbia University
Visiting Assistant Professor of Economics (1999); part-time

Janie L. Wulff
A.B., Johns Hopkins University; Ph.D., Yale University
Visiting Assistant Professor of Biology (1997)

Phanindra V. Wunnava
B. Commerce, M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., State University of New York, Binghamton
Professor of Economics (1985); on leave

Don J. Wyatt
A.B., Beloit College; M.A., Ph.D., Harvard University
Professor of History (1986)

Yang Xiao
B.S., Wuhan University; M.A., Chinese Academy of Social Sciences
Instructor in Philosophy (1999)

Oliver Larry Yarbrough
A.B., Birmingham-Southern College; A.B., M.A., Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale University
Professor of Religion (1983)

Dana Yeaton
A.B., Middlebury College
Visiting Lecturer in Theatre (1998); part-time

Helen J. Young
A.B., Washington University; Ph.D., State University of New York, Stony Brook
Assistant Professor of Biology (1998)

Clara Yu
A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Professor of Chinese (1987); Cornelius V. Starr Professor of Linguistics and Language (1996)

Li Zhu
A.B., Graduate Degree; Capital Normal University (Beijing)
Visiting Lecturer in Chinese (1999); part-time

Patricia Zupan
A.B., Duquesne University; M.A., Ph.D., Indiana University
Professor of Italian (1982); on leave

Assistants in Instruction

Vickie Backus
A.B., McMaster University; M.S., Brock University; Ph.D., University of Vermont
Assistant in Instruction in Biology (1991, 1994)

Harry T.L. Ernevad
B.S. Chem. Eng., Gotesborg Tekniska Inst., Gotesborg Universitet, Sweden
Assistant in Instruction in Chemistry (1977)

Mary T. Gaudette
B.S., University of Maine; M.S., Virginia Polytechnic Institute; Ph.D., Pennsylvania State University
Assistant in Instruction in Environmental Studies (1998)

Kathleen J. Jewett
B.S., Michigan State University
Assistant in Instruction in Chemistry (1989)

Peter B. Schmitz
M.F.A., Smith College
Assistant in Instruction in Dance (1995)

Adam D. Sobek
A.B., Middlebury College
Assistant in Instruction in Geography (1999)

H. Peter Wimmer
A.B., M.S., Lehigh University; Ph.D., University of Vermont
Assistant in Instruction in Biology (1972)

Emeriti

David H. Andrews
A.B., M.A., Ph.D.
Professor Emeritus of Anthropology (1968); Emeritus (1995)

James Isbell Armstrong
A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus and Professor Emeritus of Classics (1963); Emeritus (1975)

Donald Henry Ballou
A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus (1973)

Simon Barenbaum
Ph.D.
George Adams Ellis Professor Emeritus of French (1970); Emeritus (1991)

Horace P. Beck
A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus (1983)

Ronald R. Bielli
B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus (1984)

Walter E. Brooker
A.B., Ed.D.
Vice President Emeritus (1956); Emeritus (1982)

Pierina B. Castiglione
M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita (1975)

William B. Catton
A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus (1984)

John H. Clagett
B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus (1978)

Nicholas R. Clifford
A.B., M.A., Ph.D.
College Professor Emeritus of History (1966); Emeritus (1993)

John V. Craven
A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus (1983)

Paul M. Cubeta
A.B., Ph.D.
College Professor Emeritus of Humanities (1952); Emeritus (1989)

Albert H. Ewell, Jr.
A.B., Ph.D.
Professor Emeritus of Psychology (1952); Emeritus (1993)

Emory M. Fanning
B.M., M.M., Mus.A.D.,
Professor Emeritus of Music (1967); Fletcher Professor Emeritus in the Arts (1985); Emeritus (1997)

Stephen Albert Freeman
Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925);Vice President Emeritus (1943); Emeritus (1963); Director Emeritus of the Language Schools (1946); Emeritus (1970)

Robert W. Gleason
A.B., Ph.D.
Professor Emeritus of Chemistry (1960); Emeritus (1994)

Robert K. Gould
B.S., M.S., Ph.D.
Professor Emeritus of Physics (1968); Emeritus (1994)

Joan Towne Greiner
B.S., M.S.
Professor Emerita of Physical Education (1960); Emerita (1989)

Rudolf K. Haerle, Jr.
A.B., M.A., Ph.D.
Professor Emeritus of Sociology (1962-66, 1967); Emeritus (1993)

Grant H. Harnest
A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus (1982)

William Harris
A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus (1988)

Ursula Heibges
A.B., M.A., Ph.D.
Associate Professor Emerita of Classics (1961); Emerita (1990)

Thomas Huber
M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1999)

G. Thomas Lawson
B.S.
Professor Emeritus of Physical Education (1969), Emeritus (1999)

Mary E. Lick
A.B., M.S.
Professor Emerita of Physical Education (1956); Director Emerita of Physical Education (1947); Emerita (1987)

David J. Littlefield
A.B., M.A., Ph.D.
Professor Emeritus of English (1953-56, 1959); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor Emeritus (1974); Emeritus (1995)

Edward A. Martin
A.B., M.A., Ph.D.,
Professor of English (1961), Emeritus (1996)

Duncan J. McDonald
B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus (1985)

Hiroshi Miyaji
A.B., M.A., Ph.D.
Professor Emeritus of Philosophy (1980); Cornelius V. Starr Professor Emeritus in Linguistics and Language (1987); Emeritus (1996)

Walter A. Moyer, Jr.
B.S., Ph.D.
Professor Emeritus of Chemistry (1951); Associate Dean Emeritus of Sciences (1981); Emeritus (1985)

Howard McCoy Munford
B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus (1977)

Fred Neuberger
A.B.
Dean of Admissions Emeritus (1950, 1985); Emeritus (1992)

Victor L. Nuovo
A.B., B.D., Ph.D.
Charles A. Dana Professor Emeritus of Philosophy (1962); Emeritus (1994)

Robert Pack
A.B., M.A.
Professor Emeritus of English (1964); College Professor Emeritus of English (1992); Emeritus (1998)

Chandler A. Potter
A.B., M.F.A.
Professor Emeritus of Drama (1956); Emeritus (1991)

Henry B. Prickitt
A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus (1989)

David L. Prouty
A.B., Ph.D.
Professor Emeritus of Psychology (1959); Emeritus (1990)

Carroll Rikert, Jr.
A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus (1983)

E. Kirk Roberts
A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus (1983)

Olin C. Robison
A.B., D.Phil., LL.D., L.H.D.
President Emeritus (1975); Emeritus (1991); College Professor Emeritus of Political Science (1975); Emeritus (1995)

Steven C. Rockefeller
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1971); Emeritus (1998)

George B. Saul II
A.B., M.A., Ph.D.
Professor Emeritus of Biology (1967); College Professor Emeritus of Biology (1990); Emeritus (1998)

Charles P. Scott
A.B., B.D.
Professor Emeritus of Religion (1951); Emeritus (1990)

David K. Smith
A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus (1988)

M. Kimberly Sparks
A.B., Ph.D.
Professor Emeritus of German (1966); Charles A. Dana Professor Emeritus (1970); Emeritus (1993)

John Spencer
A.B., M.A., Ph.D., Litt.D.
Professor Emeritus of History (1974); African Studies Professor Emeritus (1990); Emeritus (1998)

Pardon E. Tillinghast
A.B., Ph.D.
Professor Emeritus of History (1947); Emeritus (1990)

George B. Todd
A.B., M.B.A., M.F.A.
Professor Emeritus of Music (1965); Christian A. Johnson Professor Emeritus of Music (1984); Emeritus (1997)

Van Horn Vail
A.B., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1997)

John Wilders
A.B., M.A., Ph.D.
John Hamilton Fulton Professor of the Humanities (1987); Emeritus (1998)

Erica B. Wonnacott
A.B., M.A.
Dean of Students Emerita (1970); Emerita (1988)

Howard E. Woodin
B.S., M.S., Ph.D.
Professor Emeritus of Biology (1953); Emeritus (1985)

Middlebury College Calendar 1999-2000

September 1999

1	Wednesday	Alumni College begins
3	Friday	Pre-enrollment ends
5	Sunday	Alumni College ends
6	Monday	Fall orientation begins
12	Sunday	Convocation
13	Monday	Fall Term classes begin (8:00 A.M.)
17-19	Fri.-Sun.	Alumni Leadership Conference

October 1999

1-3	Fri.-Sun.	Fall Family Weekend I
14-15	Thurs.-Fri.	Clifford Symposium
15-17	Fri.-Sun.	Homecoming
16	Saturday	Convocation Bicentennial Hall dedication
21-22	Thurs.-Fri.	Mid-term recess
29-31	Fri.-Sun.	Fall Family Weekend II

November 1999

4	Thursday	Academic Forum Night
23	Tuesday	Thanksgiving recess begins (4:15 P.M.)
29	Monday	Classes resume (8:00 A.M.)

December 1999

10	Friday	Fall Term classes end (4:15 P.M.)
13	Monday	Examination period begins
14	Tuesday	Final examinations begin
21	Tuesday	Examination period ends; Recess begins

January 2000

5	Wednesday	Winter Term begins (8:00 A.M.)
28	Friday	Winter Term ends (4:15 P.M.); Recess begins
29	Saturday	Celebration for mid-year graduates

February 2000

2	Wednesday	Spring orientation begins
7	Monday	Spring Term classes begin (8:00 A.M.)
24	Thursday	Winter Carnival recess begins (4:15 P.M.)
28	Monday	Classes resume (8:00 A.M.)

March 2000

17	Friday	Spring recess begins (4:15 P.M.)
27	Monday	Classes resume (8:00 A.M.)

April 2000

13	Thursday	All-College Meeting Night

May 2000

5	Friday	Spring Term classes end (4:15 P.M.)
8	Monday	Examination period begins
9	Tuesday	Final examinations begin
16	Tuesday	Examination period ends
20	Saturday	Baccalaureate
21	Sunday	Commencement

June 2000

2-4	Fri.-Sun.	Reunion 2000
9	Friday	Language Schools' nine-week session begins
23	Friday	Language Schools' seven-week session begins
26	Monday	Language Schools' six-week session begins Bread Loaf School of English at Oxford begins
27	Tuesday	Bread Loaf School of English in Vermont begins

August 2000

11	Friday	Commencement, Language Schools
12	Saturday	Commencement, Bread Loaf School of English in Vermont Commencement, Bread Loaf School of English at Oxford Pre-enrollment begins
15	Tuesday	Bread Loaf Writers' Conference begins
27	Sunday	Bread Loaf Writers' Conference ends
30	Wednesday	Alumni College begins

September 2000

3	Sunday	Alumni College ends

Final exams scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday

Wednesday class schedule observed on Monday, October 18
Thursday class schedule observed on Tuesday, October 19
Friday class schedule observed on Wednesday, October 20

A

Abbreviations in Course Descriptions, 23
Administration and Staff, 168
Academic Categories, 21
Academic Honors, 19
Academic Regulations, Standards, 18
Accreditation, 17
Adjunct Students, 18
Admission, 13
  Deadlines, 14
  Requirements, 13
  Spring Term, 14
  Transfer Students, 14
  Undergraduate, 13
Advanced Placement, 14
American Civilization, 134
American Literature,78
Anthropology, 127
Art
  See History of Art and Architecture
  See Studio Art
Astronomy, 108
Auditing, 17

B

Biochemistry, 95, 104
Biology, 90
Bread Loaf School of English, 13, 152, 159
Bread Loaf Writers' Conference, 13, 153, 159

C

Calendar, 188
Center for Northern Studies, 113, 116, 157
Charge Accounts, 159
Chemistry, 95
Chinese, 59
Choir, 27
Classical Studies, 37
Classics, 38
College Writing Program, 24
Communications, inside back cover
Comprehensive Fee, 157
Computer Science, 98, 100, 103
Comptroller's Office Services, 160
Course Load, 17
Courses, 17, 23
  Abbreviations Used in Listings, 23
  Auditing, 17
  Changing, 17
  Listings by Major, 23, 26-147
Creative Writing, 81, 85
Cultures and Civilizations Requirement, 11, 21
Curriculum, 11, 17
C.V. Starr-Middlebury Schools Abroad, 12, 153, 158

D

Dance, 35
Degree Requirements
  Bachelor of Arts, 19
  Doctor of Modern Languages, 153
  Master of Arts, 152
  Master of Science, 152
Deposits, 158
Distribution Requirements, 11, 21
Double Major, 20

E

Early Assurance Premedical Program, 22
East Asian Studies, 142
Economics, 109
Emeriti, Faculty, 185
Endowed Funds, 161
  Awards and Prizes, 165
  Faculty Support, 166
  Lectureships, 166
  Loan Funds, 165
  Professorships, 165
  Scholarships, 161
English, 80
Environmental Studies, 137
European Studies, 142
Exchange Programs, 22

F

Faculty, 174
Faculty Emeriti, 185
Failure, 19
Fees
  Billed, 157
  Comprehensive, 157
  Enrollment Deposits, 158
  Off-Campus, 158
  Refunds, 159
  Rights and Responsibilities, 160
  Special Students, 157
  Study Abroad, 158
  Summer Programs, 158
Film/Video, 30, 36
Finances, Student, 157
Financial Aid, 161
First-Year Seminars, 11, 20, 24, 147
Foreign Cultures in Translation, 86
French, 62

G

Geography, 113
Geology, 98
German, 66
Goals, 10
Grading System, 18
Graduate Programs, 152
  Bread Loaf School of English, 13, 152, 159
  Languages, 12, 153
  Science, 152
Greek, 38, 39

H

Hebrew, 38, 40
History, 40
History of Art and Architecture, 47
History of Middlebury College, 8
Honor System, 19
Honors, 19

I

Independent Scholar, 20, 140
Insurance, 157
Interdisciplinary Programs, 134
International Major, 13, 140
International Politics and Economics, 144
International Studies, 12, 141
Italian, 68

J

Japanese, 71
Joint Major, 20
Junior Year Abroad, 22

L

Language Schools, 12, 153
Latin, 38, 39
Latin American Studies, 143
Literary Studies, 88
Literature Program, 78

M

Major, 11, 19
  Double, 20
  Individual (see subject listings)
  Joint, 20
Marine Biological Laboratory, 22, 94
Mathematics, 100
Middlebury College
  Bicentennial, 10
  C.V. Starr-Middlebury Schools Abroad, 12, 153, 158
  History, 8
  Mission Statement, 7
Minor, 11, 20
Molecular Biology and Biochemistry, 104
Music, 26

N

Northern Studies, Center for, 113, 116, 157

O

Off-Campus Study, 12
  Abroad
    C.V. Starr-Middlebury Schools Abroad, 12, 153, 158
    General, 12, 13
  In the U.S.
    Berea College, 13
    Center for Northern Studies, 113, 116, 157
    Marine Biological Laboratory,
      Woods Hole, 22, 94
    St. Mary's College, 13
    Swarthmore College, 13
    Washington Semester, 13, 22
    Williams College-Mystic Seaport Program
      in American Maritime Studies, 13, 22
Orchestra, 27

P

Phi Beta Kappa, 19
Philosophy, 51
Physical Education and Athletics, 105
Physical Education Requirement, 11, 20, 105
Physics, 106
Political Science, 117
Predental Program, 21
Premedical Program, 21
Preprofessional Programs, 21
Preveterinary Program, 21
Probation, 18
Psychology, 123

R

Refunds, 159
Religion, 55
Requirements
  Cultures and Civilization, 11, 21
  Degree, 19
  Distribution, 11, 21
  Graduate Work, 152
Russian, 72
Russian and East European Studies, 143

S

Scholarships, 161
Schools Abroad, 12, 153, 158
Sociology, 127
Spanish, 75
Special Programs, 21
Special Students, 18, 157
Staff, 168
Student Finances, 157
Students
  Adjunct, 18
  Special, 18, 157
  Transfer, 14
Studio Art, 29
Study Abroad, 12, 153, 158
Summer Programs, 12, 153, 158

T

Teacher Education, 132
Theatre, 30
Transcripts, 160
Transfer of Credit, 17
Transfer Students, 14
Trustees
  Alumni, 167
  Charter, 167
  Emeriti, 167
  Term, 167

V

Veterans, 18

W

Washington Semester, 13, 22
Williams College-Mystic Seaport Program
  in American Maritime Studies, 13, 22
Winter Term, 22
Withdrawal, 159
Women's and Gender Studies, 145
Woods Hole Marine Biological Laboratory, 22, 94
Writing Intensive Courses, 11, 24, 147

COMMUNICATIONS

Middlebury College	**Campus Operator**	**(802) 443-5000**
For information about	*Contact*	*Telephone Number*
Admissions	Director of Admissions, The Emma Willard House	443-3000
Alumni, Parent Relations	Director of Alumni and Parent Programs, Meeker House	443-5187
Athletics	Director of Athletics, Memorial Field House	443-5253
Bills	Comptroller, Service Building	443-5366
Bread Loaf School of English	Administrative Associate, FIC Freeman	443-5418
Bread Loaf Writers' Conference	Administrative Assistant and Coordinator, Kirk Alumni Center	443-5286
Career Services	Executive Director of Career Services, Adirondack House	443-5100
Center for the Arts	Director, Center for the Arts	443-3168
Commencement	Commencement Coordinator, Old Chapel	443-5393
Educational Program	Dean of the Faculty, Old Chapel	443-5391
Financial Aid	Director of Financial Aid, The Emma Willard House	443-5158
Gifts	Director of Development, Munford House	443-5922
Health Services	Medical Director, George F. Parton Health Center	443-5135
Human Resources	Director of Human Resources, Service Building	443-5465
Information Technology	Director, Information Technology Services, Voter Hall	443-5877
Language Schools	Dean of Languages and International Studies, Sunderland Language Center	443-5508
Libraries	College Librarian, Egbert Starr Library	443-5490
Public Information	Director of Public Affairs, Meeker House	443-5198
Student Affairs	Dean of Students, Forest Hall	443-5382
Transcripts		
Current undergraduates and A.B. alumni	Director of Undergraduate Records, Forest Hall	443-5668
Language Schools and Bread Loaf programs	Director of Academic Records, Sunderland Language Center	443-5517

Middlebury College, Middlebury VT 05753

Home Page on the World Wide Web: http://www.middlebury.edu